DOCUMENT RESUME

ED 411 703 FL 024 805

AUTHOR	Short, Deborah J.; Boyson, Beverly A.
TITLE	Secondary Newcomer Programs in the United States: 1996-97 Directory.
INSTITUTION	Center for Applied Linguistics, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1997-00-00
NOTE	233p.
CONTRACT	R306A60001-96
AVAILABLE FROM	CREDE, Center for Applied Linguistics, 1118 22nd Street N.W., Washington, DC 20037-1214.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*English (Second Language); *Immigrants; Institutional Characteristics; *Limited English Speaking; Middle Schools; National Surveys; Program Descriptions; Program Design; Secondary Education; *Transitional Programs

ABSTRACT

This directory profiles 60 secondary school programs designed to accommodate the educational needs of immigrant students with low level English and/or native language skills, and often a background of limited formal schooling in their native countries. Most are intended as transitional programs, attended until the student can be placed in the regular school language support and academic program. The profiled programs are located in 18 states; 33 are at the high school level, 18 serve only middle schools, and 9 serve both middle and high schools. Most are less than 10 years old. The number of students served ranges from 14 to over 740. A majority serve the student for the full school day and offer a range of instructional activities. A chart notes the features of each program, and descriptions of each program follow. Information provided includes the school address, contact person(s), year the program began, type of community, definition of a newcomer, program description, grade levels served, source of student referrals, program location. program length, average and maximum length of stay, average class size, entry and exit criteria, whether students can enter at mid-year, funding sources, student demographics, instruction and assessment features, program staffing, and other services. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 411 703

SECONDARY NEWCOMER PROGRAMS IN THE UNITED STATES: 1996-97 DIRECTORY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

DEBORAH J. SHORT
BEVERLY A. BOYSON

CENTER FOR APPLIED LINGUISTICS

BEST COPY AVAILABLE

CREDE
Center for Research on Education, Diversity & Excellence

FL024805

SECONDARY NEWCOMER PROGRAMS IN THE UNITED STATES: 1996-97 DIRECTORY

Deborah J. Short
Beverly A. Boyson

1997

Center for Applied Linguistics

3

CREDE
Center for Research on Education, Diversity & Excellence

This document was prepared with funding from the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education, under Cooperative Agreement No. R306A60001-96 (July 1, 1996–June 30, 2001). The findings and opinions expressed here are those of the authors and do not necessarily reflect the positions or policies of OERI.

© 1997, Center for Applied Linguistics, Washington, DC

Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-1214
(202) 429-9292 (O)
(202) 659-5641 (F)
www.cal.org/crede

TABLE OF CONTENTS

Preface	v
Introduction	1
Matrix: Key Features of Secondary Newcomer Programs	5
Program Profiles	
California	9
Connecticut	41
Florida	49
Georgia	65
Illinois	68
Kansas	72
Maryland	83
Michigan	86
Minnesota	90
Missouri	100
New Jersey	108
New Mexico	132
New York	138
North Carolina	179
Oregon	182
Texas	190
Washington	208
Wisconsin	214
Glossary of Assessment Instruments	223
Index	226

PREFACE

This directory presents the results of the survey component of the research study, "Newcomers: Language and Academic Programs for Recent Immigrants," for the Center for Research on Education, Diversity and Excellence (CREDE). This national research center is funded by the U.S. Department of Education, Office of Educational Research and Improvement. It is operated by the University of California, Santa Cruz, in collaboration with over 25 institutions nationwide, including the Center for Applied Linguistics. The mission of CREDE is to assist the nation's diverse students at risk of educational failure to achieve academic excellence. Specifically, CREDE's research examines critical issues in the K-12 education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographic location.

We would like to thank all the newcomer program personnel who participated in the survey process. While they were managing fine educational programs for newcomer students, they spent valuable time gathering data, completing the survey, answering our clarification questions, and confirming our data. Without their cooperation and that of their schools and districts, this directory would not have been possible. The national database we have created on newcomer programs, we hope, will be beneficial to these program personnel as well as to others.

We are grateful for the assistance of several colleagues during this phase of the study, including Annette Holmes, Margaret Crandall, Donna Christian, and Liz Howard. Chris Montone, in particular, provided a great deal of guidance in survey design. He also conducted some of the surveys by telephone and made several site visits. Thom Raybold's computer knowledge was invaluable in establishing the database and preparing the directory for printing.

Deborah J. Short
Beverly A. Boyson
Center for Applied Linguistics
September 1997

INTRODUCTION

Many school districts are facing increasing numbers of secondary immigrant students who have low level English and/or native language skills, and often a background of limited formal schooling in their native countries. As a strategy to address the unique needs of these middle and high school students, a number of districts have developed newcomer programs to serve the students before placing them in the regular school language support and academic program. Students are enrolled in these centers for a limited period of time, usually from 6 months to 2 years. The centers may be located at a separate site or as a program-within-a-school. Little research, however, has been done at the national level on newcomer model alternatives, goals, and effectiveness; identification, placement, and assessment issues; instructional design; staffing practices; and strategies for facilitating the transitions newcomer students make to mainstream classes and schools. As the profiles in this directory reveal, there is wide variation in the implementation of these secondary newcomer programs. It is clear that programs have been designed to serve the influx of newcomer students according to the uniqueness of their communities, available resources, and educational goals.

During the spring of 1997, this research study identified newcomer programs across the United States. This process took place through queries to state education agencies, educational institutions, and technical assistance providers in the bilingual and English as a second language (ESL) fields; calls for nominations via newsletter announcements, web sites, and conference presentations; a review of the literature; and collegial networking. We surveyed over 115 programs and, based on their responses and our follow up, determined whether these programs met the criteria for inclusion in the database. Some programs indicated they would not be able to participate in the survey process at that time; others no longer had prog. ns in operation. We intend to update this directory over the next few years as we learn about additional newcomer program sites.[1]

Using the survey responses, we created a newcomer database. From the database, we prepared this directory which profiles 60 programs. In a few cases, one profile serves more than one newcomer site, so, in total, the identified newcomer programs for the 1996-1997 school year were located at 70 schools, plus two district intake centers. Additional information collected during the survey will be used in later phases of the research. We would like to note that the data have been self-reported by the programs, although we have subsequently contacted each program to confirm information or ask clarification questions, when possible.

---

[1] We encourage readers who know about secondary newcomer programs not profiled in this directory to contact us with program names and locations.

The profiled programs are located in 18 states; mostly in states heavily impacted by immigration, such as New York (11), California (9), and New Jersey (7). Over three-fourths of the programs are in urban/metropolitan settings (49); seven are in suburban areas, and four in rural locales. More than half of the programs (33) operate at the high school level, while the remainder serve the middle school level (18), or a combination of middle and high school (9). Seventy-eight percent of these programs (47) are less than 10 years old.

The 60 programs vary in their definitions of newcomers, but most include recent arrival to the United States or the school district (53) and/or limited English proficiency as major characteristics of the student population (48). Half of the programs (31) also mention students are below grade level or have limited formal education. Some rely on a definition that is associated with federal aid: schools may be eligible for federal funds under the Emergency Immigrant Education Act if students have been in the U.S. for 3 years or less (22) and are limited English proficient (LEP). For programmatic purposes, 17 of those 22 programs restrict enrollment further to students who have been in the U.S. for 1 year or less, and one program, for 6 months or less.

Similarly, the rationale for establishing these programs varied across the sites but many programs referred to one or more of the following key issues:

- students were at risk for educational failure or drop out;
- students were over age for their grade level placement due to weak academic skills and limited formal education;
- the needs of these students surpassed the instructional design of the regular ESL or bilingual program that was in place in the district; and
- the students had no to low English or native language literacy skills.

The number of students served by the newcomer programs ranges from 14 at one site in Connecticut to over 740 at a high school in New York City. The age range of the students enrolled in these middle and high school programs is 10 to 22 years. Almost half of the programs (28) serve 50 or more students, and 12 of these serve 200 or more students. Slightly more than one-third of the programs (21) have between 25 and 49 students, and almost one-fifth (11) have less than 25 students. Newcomer programs are also diverse in the language backgrounds of the students served. While just over half of the programs (31) enroll students from four or more different native language backgrounds, almost one-third (19) serve students that share one native language. Interestingly, in one-third of the sites (20), 10 or more different native language backgrounds are represented among the students. Most of the newcomer students speak Spanish; 90% of the schools (54) list it as one of the top five student languages.

In terms of program features, most of the programs are designed as programs within a school (48). This means that the newcomer program is located in a school, usually the home (or designated attendance area) school of most, if not all, of the newcomer students. The students may

participate in some school activities outside the newcomer program, such as physical education and art. Many of the students who exit this type of newcomer program remain at the school to continue their studies in the regular language support program, which may offer ESL or bilingual services. Others opt to return to their home schools or other schools in the district. Twelve programs are at a separate location. Three of these are full-length high schools; in other words, students enter in the ninth grade and generally remain in the school program until graduation. Two sites are located at district intake centers where language minority students are assessed and placed. For those designated as newcomers, these intake centers offer special, short-term courses before the students enter one of the regular schools in the district. One district-based program operates within different schools each year, according to the needs of the students who enroll in the middle and high schools. In some districts, a newcomer center has been established to serve, for example, all the eligible middle school students.

Forty-three programs serve the students for the full school day and 13 for half day. One program offers a full or half day program based on individual student needs. Two programs operate after school; one, for 1 hour per day. Most of the programs (36) are designed to educate students for 1 year, although some offer an additional summer program (10). Nineteen programs last more than 1 year. Five are for less than 1 year, ranging from several weeks in length to a full semester. One program operates only in the summer. Almost all of the programs, however, indicate flexibility with regard to individual students. In some programs, students who make fast progress can exit before the end of the program. For students who have very large gaps in their educational backgrounds and may be illiterate in their native languages, however, several programs accommodate their needs by extending their stay.

The programs offer a range of instructional activities for the students that reflect goals of developing both language and academic skills so students may enter the regular ESL or bilingual program, or in some cases, mainstream classes. Ninety-eight percent of the programs (59) provide a course in ESL.[2] Eighty percent of the programs (48) offer sheltered content instruction and 73% (44) offer content instruction in at least one of the native languages of the students. Fifty-seven percent of the programs (34) offer both sheltered and native language content instruction. Forty percent (24) have courses in native language literacy for the students. In a number of sites, native language instruction is provided by bilingual paraprofessionals.

All of the programs assess the students in one way or another, but the measures employed vary from site to site. Students are usually assessed through a combination of commercially available tests and district or teacher designed ones. A number of programs use portfolio assessment as well. The commercial tests more frequently listed were the LAB (Language Assessment Battery)

---

[2] Besides the term, ESL, some programs use ELD (English language development) and ESOL (English for speakers of other languages) to refer to these classes.

and the LAS (Language Assessment Scales). At the end of this directory, we have included a glossary of assessment instruments used by the programs.

One characteristic that might set newcomer programs slightly apart from other language support programs is the attention paid towards familiarizing students to the schools, educational expectations, the community, and the United States. Eighty-eight percent of the programs (53) provide instruction in cross-cultural/orientation to the U.S. In their program descriptions, a number of programs highlighted the field trips they offer to students as well as community outreach activities. Forty-three percent of the programs (26) also offer classes to orient parents to the U.S.

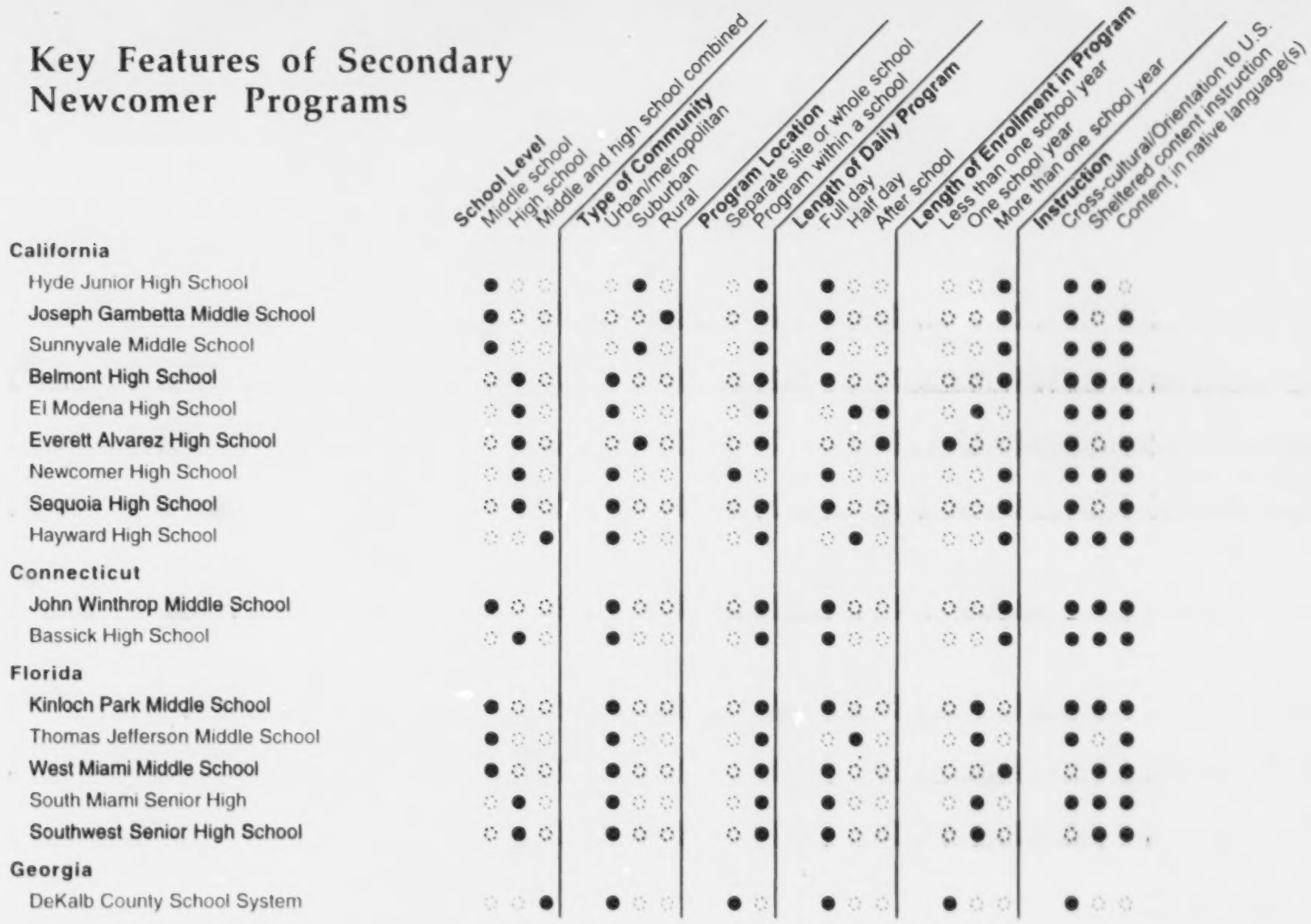
Regarding additional services offered to the newcomer students, close to half of the programs participate in Title 1 (28), and the same number (though not necessarily the same programs) provide special education to identified students. Only 23% of the programs (14) are able to give students access to gifted and talented support. Parents of newcomer students have ESL classes available to them in 63% of the programs (38), and almost half the sites provide native language literacy classes (19) and/or adult basic education courses (18).

Staffing is an interesting area for discussion. Most notably, 78% of the programs (47) have at least one bilingual aide or paraprofessional. Over half of the programs (31) have four or more teachers—primarily those serving high school students, although many teachers work part-time in the newcomer program and part-time in another language support program at the school. Twenty percent (12) have only one teacher. Impressively, 90% of the programs (54) have guidance counselors available to the students, though often these are counselors that serve all students in the school and newcomer students are assigned like the rest of the student body. In 75% of the programs (45) counselors are bilingual in at least one of the students' native languages.

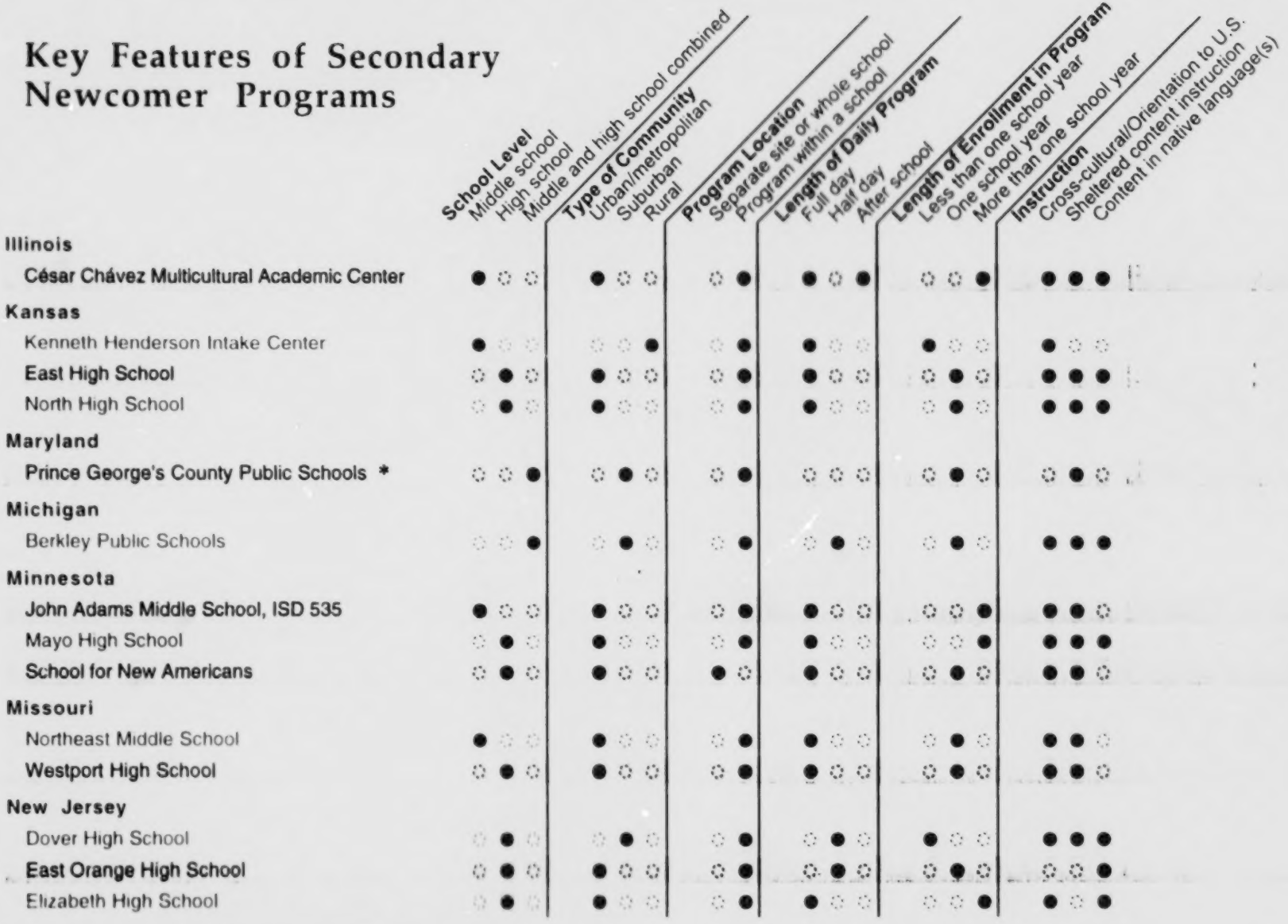
The following pages offer a matrix that identifies the programs and key features at a glance. The programs are organized by state, and then within each state, they are listed in the following order: middle school; high school; and middle/high combination. This listing matches the order of profiles presented in this directory. The individual program profiles appear next and address these categories: program information, student demographics, features of instruction and assessment, program staffing, and other services. An index of programs is provided in the back of the directory.

In the next phase of the research, we will conduct case studies on a few of these programs. We intend to look for effective programs that represent a range of the programmatic variations described in the profiles. During this phase we will not only be interested in implementation at the site but also in the transition process that newcomer students experience when they exit the program and enter regular programs, either at the same site or at another school. As mentioned earlier, we will continue to update this directory as well.

Key Features of Secondary Newcomer Programs



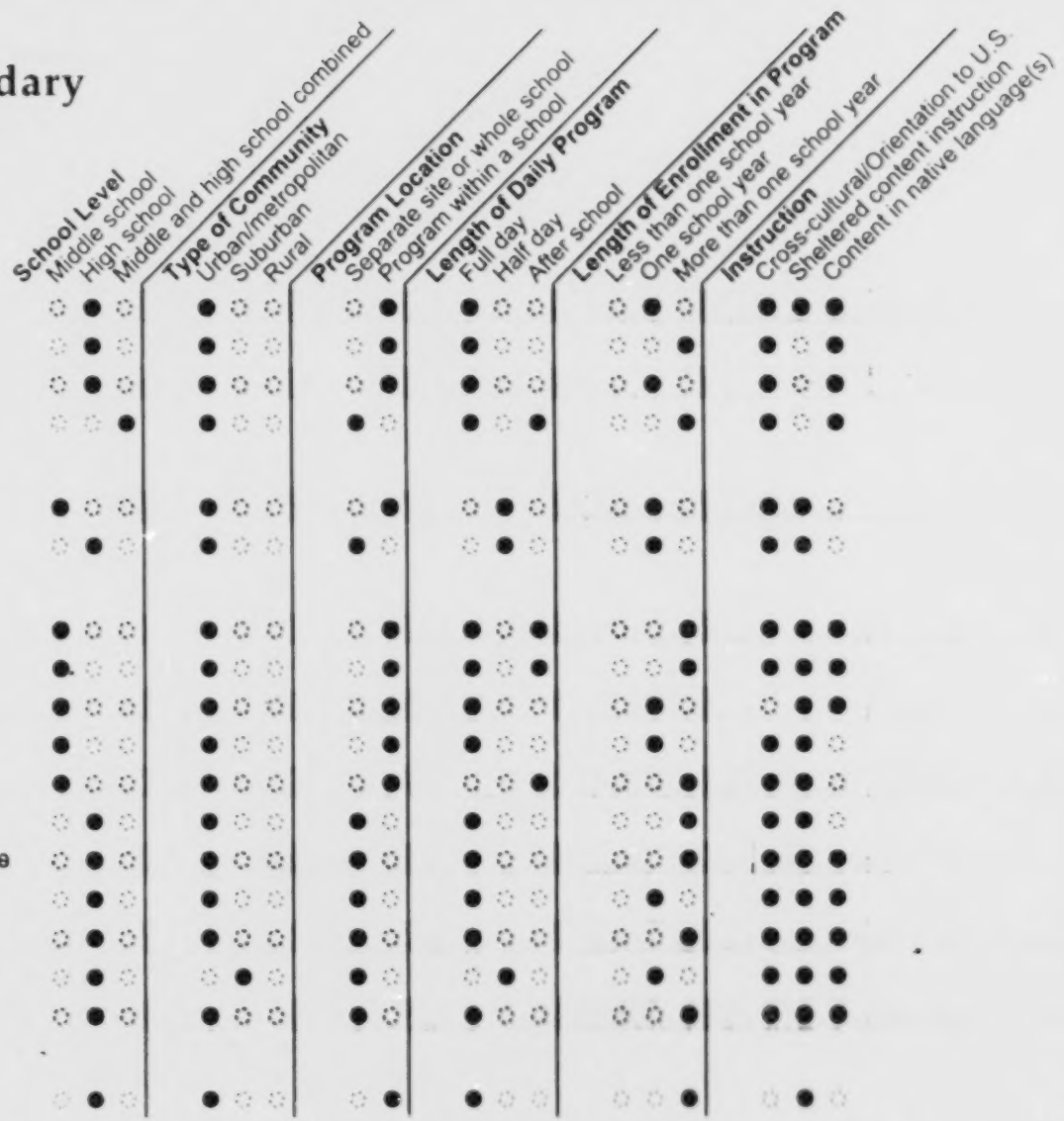
Key Features of Secondary Newcomer Programs



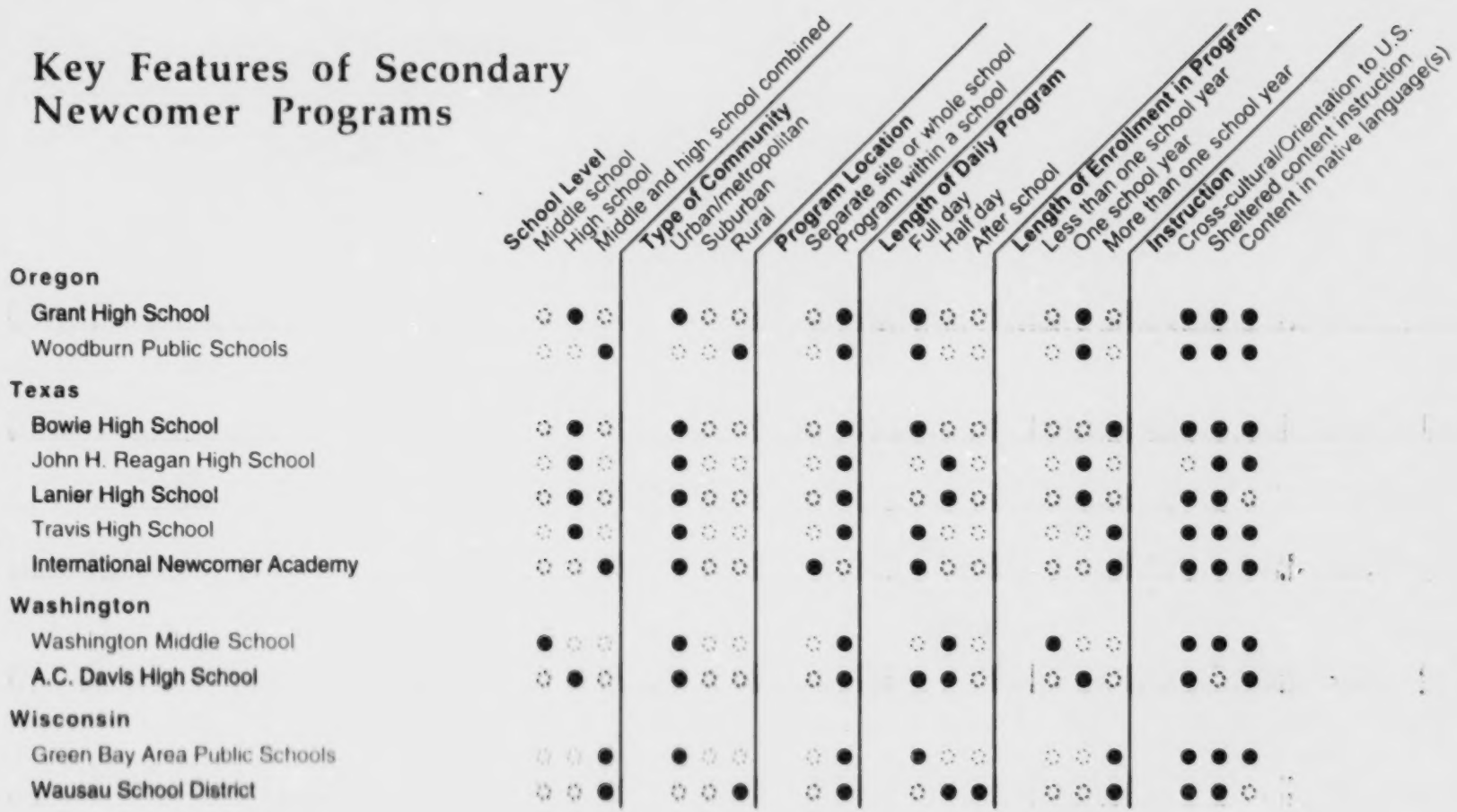
* This program offers a one period class to newcomer students

BEST COPY AVAILABLE

Key Features of Secondary Newcomer Programs



Key Features of Secondary Newcomer Programs



ENGLISH LANGUAGE DEVELOPMENT PROGRAM
HYDE JUNIOR HIGH SCHOOL

School Address:
19325 Bollinger Rd.
Cupertino, CA 95014
Phone: 408-252-6290
Fax: 408-255-3288

Contact Person(s):
Ms. Barbara Boone
Coordinator of Instruction
(1996-97 school year)
10301 Vista Dr.
Cupertino, CA 95014
Phone: 408-252-3000 x 426

Ms. Danni Tsai
Coordinator of Instruction
(1997-98 school year)
10301 Vista Dr.
Cupertino, CA 95014
Phone: 408-252-3000 x 426

PROGRAM INFORMATION

Year program started: 1985 **Type of community:** Suburban

Newcomer definition: Non-English speaking or limited English speaking students who are new to the school district

Program description: This full-day English Language Development (ELD) Program serves seventh and eighth grade English language learners from all junior high schools in the district. The instructional program is based on the students' unique skills, learning modes, and needs. The program provides students with comprehensible instruction in English, which allows them continuous academic progress in spite of limited English language proficiency.

Grade levels served: 7-8

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 4 semesters
Maximum length of stay for students in program: 6 semesters

Average class size: 25

Entry criteria: Upon entering the district, students who have native languages other than English are assessed at the intake center for their level of English proficiency. If they do not meet the criteria for fluent English proficiency as adopted by the school district, they are assigned to the ELD program.

Exit criteria: Redesignation - Requests for redesignation of a student may be made by the site administrator, parent, classroom teacher, tutor, principal, assistant principal, counselor, or by the student. The student is then evaluated by the classroom teacher and ELD staff to determine if he/she meets redesignation requirements and criteria. These requirements are met when a student's English proficiency is comparable to that of the majority of students of the same age or grade whose primary language is English and when he/she has developed the English language skills needed to succeed with English-only instruction. Proficiency is also determined by scores on the SOLOM (Student Oral Language Observation Matrix), the IPT-oral (IDEA Language Proficiency Tests), the ITBS (Iowa Test of Basic Skills), and a writing sample.

Students can enter in mid-year or mid-session: Yes

Funding sources: State EIA (Economic Impact Aid) funds; general district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 211

Age range of newcomer students: 12-14

Number of countries represented in newcomer program: 26

Number of non-English languages represented: 25

Percentage of newcomer students receiving free or reduced lunch:
Information not provided

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.

Assessment tests: IPT-oral (IDEA Language Proficiency Tests), English version; Ginn; ITBS (Iowa Test of Basic Skills); SOLOM (Student Oral Language Observation Matrix)

Other assessment measures: Teacher observation/judgment; writing sample in English

Measures to facilitate students' transition into home school: Many students are in their home school. Most students stay for both seventh and eighth grades and then move on to high school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 4
Full time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Mandarin)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 4
* Unofficially, ELD teachers are also counselors and support people for ELD students.

Bilingual guidance counselors: Yes (Spanish, Mandarin)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- Orientation to USA
- School liaison with parents

NEWCOMER CENTER
JOSEPH GAMBETTA MIDDLE SCHOOL

School Address:
10301 Seymour St.
Castroville, CA 95012
Phone: 408-633-3391
Fax: 408-633-3680

Contact Person(s):
Mr. Alfonso Iniguez
Bilingual Resource Specialist
Joseph Gambetta Middle School
10301 Seymour St.
Castroville, CA 95012
Phone: 408-633-3391

Ms. Lois Flint
Vice Principal
Joseph Gambetta Middle School
10301 Seymour St.
Castroville, CA 95012
Phone: 408-633-3391

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Rural

Newcomer definition: Students who are in ESL I or ESL II and are linguistic newcomers, lacking native language skills

Program description: The Newcomer Center at Joseph Gambetta Middle School (Grades 6-8) provides full-day instruction for growth of CALP (cognitive academic language proficiency) in the students' native language (80% of the time) while providing instruction in beginning English (20%). Many of the students come into the program having had little or no prior schooling in their native language. The center welcomes, assesses, orients, and prepares these students for integration in the U.S. school system and society. The program provides an enriched math program and assistance in the development of reasoning skills. Bilingual software is available to enhance math, language arts, social studies, and science curricula in ways that are motivating to middle school students. Immigrant families are contacted by the center to receive orientation to school and community resources. Educators at the center support the philosophy that parent involvement leads to improved student achievement, better school attendance, and reduced drop-out rates. Therefore, the parents of the newcomer students are encouraged to participate in a broad range of parent education and involvement opportunities.

Grade levels served: 6-8

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 4 semesters
Maximum length of stay for students in program: 6 semesters

Average class size: 26

Entry criteria: Students lacking native language skills, who are placed in ESL levels I or II, enter the program.

Exit criteria: Students exit when they move to ESL level III, or otherwise demonstrate good academic competencies in their native language plus enough English to benefit from specially designed academic instruction in English.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 10-15

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch:
Information not provided

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
- ESL or English language development
  - Students showing good progress in ESL level II and good academic skills may be partially integrated into sheltered classes.
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: SOLOM (Student Oral Language Observation Matrix); district-made proficiency test; BSM (Bilingual Syntax Measure); teacher-made tests for writing and reading in both Spanish and English; regular classroom tests for native-language content classes; SABE (Spanish Assessment of Basic Education)

Other assessment measures: Student portfolios

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 3
Full time in newcomer program: 2
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social
- Health (physical)
- Health (mental)
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- School liaison with parents
- Community outreach
  Information sharing with community organizations

CLUSTER ENGLISH LANGUAGE DEVELOPMENT PROGRAM
SUNNYVALE MIDDLE SCHOOL

School Address:
1080 Mango Ave.
Sunnyvale, CA 94087
Phone: 408-522-8288
Fax: 408-522-8296

Contact Person(s):
Ms. Elke Navar
Bilingual Specialist
Sunnyvale School District
819 W. Iowa Ave.
Sunnyvale, CA 94086
Phone: 408-522-8200 x 214
Fax: 408-522-8336

PROGRAM INFORMATION

Year program started: 1981 **Type of community:** Suburban

Newcomer definition: LEP students who are recent arrivals to the U.S. school system (30 months or less in the U.S.)

Program description: The Cluster English Language Development Program has been designed to meet the identified needs of the recently-arrived LEP students, Grades 6-8, in the Sunnyvale School District. Although housed in Sunnyvale Middle School, the program serves two middle schools in the district. The primary goals of the program are as follows: to promote English language acquisition, to provide instruction in English reading and writing, and to provide content area instruction. All students in this full-day program also receive instruction to promote self-concepts and cross-cultural understanding.

Grade levels served: 6-8

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 4 semesters
Maximum length of stay for students in program: 6 semesters

Average class size: 30

Entry criteria: Non-English speaking students who have been in the U.S. 30 months or less enter the program.

Exit criteria: After students have been in the program for 1 year, they are reassessed to determine whether they can be transferred to the transitional LEP program in the home school. Retesting includes oral English language assessment and evaluation of English reading, writing, and math levels. Students recommended to continue in the program move up to the next level.

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal EIEP (Emergency Immigrant Education Program) funds; some state funds for LEP students; local general fund

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 115

Age range of newcomer students: 11-14

Number of countries represented in newcomer program: 19

Number of non-English languages represented: 23

Percentage of newcomer students receiving free or reduced lunch: 30%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Pilipino, Mandarin

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - language arts
  - * Support in the L1 is provided if a bilingual paraprofessional is available.
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.

- School/study skills

Assessment tests: SOLOM (Student Oral Language Observation Matrix); BSM (Bilingual Syntax Measure); ITAS (Individual Test for Academic Skills)

Other assessment measures: Holistic writing score (classroom teacher)

Measures to facilitate students' transition into home school: The school communicates with the parents in writing and by phone about the transition. Transition measures may include visitation if it is recommended by the teacher or requested by the parent or student. All middle school students participate in orientation programs in their home schools.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 3
Full time in newcomer program: 3

Number of bilingual aides/paraprofessionals for newcomer students: 7
(Spanish, Vietnamese, Pilipino, Mandarin, Cantonese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 9

Number of guidance counselors: 0

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)

Services offered to others (e.g., parents) not in the program:

- ESL courses
- School liaison with parents
- Community outreach
  Information sharing with community organizations

NEWCOMER CENTER
BELMONT HIGH SCHOOL

School Address:
1575 W. 2nd St.
Los Angeles, CA 90026
Phone: 213-250-0918
Fax: 213-250-1304

Contact Person(s):
Ms. Maria Olmos
Director, Newcomer Center
Belmont High School
1575 W. 2nd St.
Los Angeles, CA 90026
Phone: 213-250-0918

PROGRAM INFORMATION

Year program started: 1989 **Type of community:** Urban/metropolitan

Newcomer definition: Newly-arrived, immigrant students who are low in native language academic skills and have little or no English proficiency

Program description: The Newcomer Center has four different ESL programs to meet the varied needs of the beginning-level students. The purpose of the Newcomer Center is to deliver an extensive academic, lingual, and social orientation program for newly-arrived, LEP immigrant students. This full-day program provides them with essential skills and concepts that will strengthen their academic achievement and self image. The Newcomer Center offers sheltered English over two semesters. A major component of the program is American heritage and cross-cultural awareness. Math, health, educational and career planning, biology, and language arts (all levels) are offered in the students' primary language. All classes either fulfill high school graduation requirements or are preparatory for required classes. One program is uniquely designed to meet the needs of pre-literate or low-literacy students. All teachers in the Newcomer Center are bilingual or multilingual.

Grade levels served: 9-11

Students are drawn from: More than one school, in-take/assessment center

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 3 semesters
* The summer program is an optional, half-day program that is available to the newcomer students.

Average class size: 34

Entry criteria: New immigrant students, 13 years, 9 months through 18 years of age, who have little or no English proficiency and/or low literacy skills in their native language enter the program.

Exit criteria: Most students exit the program after completing 1 school year. Pre-literate students may stay an additional semester.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I federal funds; state bilingual funds and textbook funds; general district funds including the instructional material account; library resources; integration/discretionary funds; campus maintenance/appearance funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 450

Age range of newcomer students: 13-18

Number of countries represented in newcomer program: 20

Number of non-English languages represented: 14

Percentage of newcomer students receiving free or reduced lunch: 99.5%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Mandarin, Cantonese

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - language arts
  - health
  - educational and career guidance and planning

- ESL or English language development
- Sheltered content in English
  - math
  - health
  - educational and career guidance and planning
  - physical education
  - art

  * Students who speak languages other than Spanish, Mandarin, and Cantonese take the sheltered instruction classes.
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)
- Peer counseling sessions with school psychologist in Spanish, Tagalog, Korean, Cantonese, and Mandarin

Assessment tests: LAS-oral, reading, and writing (Language Assessment Scales), English and Spanish versions; BINL (Basic Inventory of Natural Language) for non-Spanish speakers; classroom tests

Other assessment measures: Student transcripts from their home country; teacher observation data

Measures to facilitate students' transition into home school: After completing a year at the Newcomer Center, students attend a culmination ceremony where honors, scholarships, certificates, and trophies are awarded. The majority of the students matriculate into Belmont High. However, some students attend other schools in the Los Angeles Unified School District. Prior to finishing their year at the Newcomer Center, these students meet with their new counselor in the home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 17
Full time in newcomer program: 17

Number of bilingual aides/paraprofessionals for newcomer students: 11 (Spanish, Mandarin, Cantonese, Vietnamese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 34

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish, Tagalog, Ilocano, Pangasinau)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Social
- Health (physical)
- Health (mental)
- Career counseling
- Tutoring
- IMPACT (an educational program regarding substance abuse, which includes peer counseling)
- Attendance counselor
- Initial assessment (health, diagnostic testing) for all new students

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- Social worker
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Los Angeles county health clinics
    - Chinese Service Center
    - Korean Youth Center
    - Filipino Social Agency
- IMPACT (education for parents regarding substance abuse)

ENGLISH EXPRESS
EL MODENA HIGH SCHOOL

School Address:
3920 Spring St.
Orange, CA 92669
Phone: 714-997-6331
Fax: 714-997-0767

Contact Person(s):
Ms. Cecelia Dick
Project Teacher
English Express
El Modena High School
3920 Spring Street
Orange, CA 92669
Phone: 714-997-6367

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are recent arrivals to the U.S. (1 year or less), speak little or no English, may or may not have literacy skills in their primary language, and may or may not have completed school to their current grade level

Program description: The newcomers' program, English Express, is one component of Project P.A.C.C.E. (Promoting Access to Career and College Education). English Express students are new to the U.S. and are non-English speaking. This half-day program provides intensive language development for students in the beginning stages of language acquisition. It offers students a visual data base of 1,400 photographs and uses speech, storyboards, and skill-building computer software to promote English language development as well as computer skills. "Newcomers" may enter English Express regardless of when they arrive during the school year, and whether or not they have literacy skills at their current grade level. With this flexibility, students can acquire language at their own pace. The English Express program can be used with a full class format, a small group setting, or individually to meet students' needs. Another component of P.A.C.C.E. which is available to newcomers is the after-school tutorial with content instruction/assistance in math, science, social studies, language arts, and health.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Half day (2-3 hours), after school (1.5 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 20-25

Entry criteria: Students who are non-English speaking, recent arrivals (in the U.S. for 1 year or less) enter this program.

Exit criteria: Entry and exit criteria are based on the skills that have to be mastered, including: oral fluency, reading, writing, vocabulary, critical thinking, and cultural literacy. To exit, students need to reach the intermediate level of English Grade 4.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 36

Age range of newcomer students: 14-18

Number of countries represented in newcomer program: 9

Number of non-English languages represented: 7

Percentage of newcomer students receiving free or reduced lunch: 25-30%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health

  * Content instruction/assistance is part of our after-school tutorial program which is a component of P.A.C.C.E. and is available to all students including those in the newcomer program. This assistance is provided by certified teachers.
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: IPT:A and IPT:B-oral (IDEA Language Proficiency Tests), English version; IPT:A-oral, Spanish version; SOLOM (Student Oral Language Observation Matrix); Nelson/Metro; district-made tests for English writing proficiency and for Vietnamese language skills; LAS-reading and writing (Language Assessment Scales), Spanish version; CAT 5 (California Achievement Test)

Other assessment measures: Vocational assessment - CAPS (Career Ability Placement Survey) and COPES (Career Occupational Preference Evaluation System) for life skills

Measures to facilitate students' transition into home school: Students are in their home school. The first week of school is orientation. Students arriving after the first week are assigned a "buddy" to assist them.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 6
Full time in newcomer program: 1
Part time in newcomer program: 5

Number of bilingual aides/paraprofessionals for newcomer students: 5 (Spanish)

Number of monolingual aides for newcomer students: 2 (English)

Number of newcomer staff proficient in one of the native languages: 5

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Gifted and talented
- Health (physical)
- Health (mental)
- Career counseling
- Tutoring
- Migrant education for those who qualify

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Community outreach
  Partnerships with community
  OCPT, Inc. (Orange Children and Parents Together)

NEWCOMER PROGRAM
EVERETT ALVAREZ HIGH SCHOOL

School Address:
1900 Independence Blvd.
Salinas, CA 93906
Phone: 408-753-4931
Fax: 408-753-4944
Website:
home.earthlink.net/~dldennis/title vii.html

Contact Person(s):
Mr. David Dennis
Title VII Coordinator
Everett Alvarez High School
1900 Independence Blvd.
Salinas, CA 93906
Phone: 408-753-4931 x 141
E-mail: dldennis@earthlink.net

Ms. Ana Saldaña-Johnson
Director/Teacher
Newcomer Program
Everett Alvarez High School
1900 Independence Blvd.
Salinas, CA 93906
Phone: 408-753-4931
E-mail: dcam@earthlink.net

PROGRAM INFORMATION

Year program started: 1997 **Type of community:** Suburban

Newcomer definition: Students with low literacy skills in their native language, who are recent immigrants (less than 2 years in the U.S.) and speak little or no English

Program description: This program began in Spring 1997. Students in the Newcomer Program are enrolled in regular ESL classes, two classes in the bilingual program, and an additional course. For this extra "newcomer" course in the spring semester, the students study U.S. history while being acclimated to the U.S. school system and U.S. culture. During the summer, they enroll in a Spanish for Native Speakers course. In the fall semester, the students take U.S. government/economy as the additional course while still taking ESL and bilingual classes.

Grade levels served: 9-12

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: After school (2 hours)

Length of program: Summer, semester
Average length of stay for students in program: 1 semester
Maximum length of stay for students in program: 1 semester and summer
* The Newcomer Program functions as an additional block. Students meet after school 3 days per week (Tues.-Thurs.) for 130 min. each. The semester is 3 months long. The summer session is 1 month long with 4 hours of instruction per day.

Average class size: 20

Entry criteria: Students are recent immigrants (less than 2 years in the U.S.) with little or no English proficiency, and low literacy skills in their primary language (Spanish) when they enter the program.

Exit criteria: Students exit the program when they have completed at least one semester of the curriculum.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds (supplemental materials and general); state funds (textbooks and salaries)

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 25

Age range of newcomer students: 13-18

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.
- School/study skills
- School system acclimation

Assessment tests: The program is new this year. Assessments are being developed.

Other assessment measures: Student attitude survey

Measures to facilitate students' transition into home school: The curriculum has an acclimation component. Also, students attend regular bilingual and ESL classes during the school day. The Newcomer Program teacher acts as a mentor to students in the program.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 1
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Tutoring
- Migrant services
- Title VII bilingual academies (on campus)

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Community outreach
  Information sharing with community organizations

NEWCOMER HIGH SCHOOL

School Address:
2340 Jackson St.
San Francisco, CA 94115
Phone: 415-241-6584
Fax: 415-474-9618

Contact Person(s):
Dr. Nimfa Rodeheaver
Curriculum Facilitator/ESL
Department Head
Newcomer High School
2340 Jackson St.
San Francisco, CA 94115
Phone: 415-241-6584

PROGRAM INFORMATION

Year program started: 1979 **Type of community:** Urban/metropolitan

Newcomer definition: Students of high school age who are new arrivals to the U.S. and lack adequate English proficiency

Program description: Newcomer High School provides the San Francisco Unified School District with a full-day, transitional program for all newly-arrived, high school age immigrant students who lack adequate English language proficiency. Students receive newcomer orientation and intensive instruction in English. ESL language arts is a priority for the school, with continual emphasis on a literature-based program. Bilingual or sheltered classes in content areas are also provided. Core instruction in primary language arts is provided for ESL levels 4 and below. Newcomer High School's core curriculum parallels the district's adopted curriculum in order to provide equity in program and credits for graduation. Another goal of Newcomer High School is to continue the program for parents of NEP (non-English proficient), LEP (limited English proficient), and EDY (economically disadvantaged youth) students, who are also newcomers.

Grade levels served: 9-11

Students are drawn from: In-take/assessment center

Program location: Separate school

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters and summer

Average class size: 30

Entry criteria: Students who have been in the U.S. for less than 1 year and have limited English proficiency enter the program.

Exit criteria: Students stay in the program for 1 year. They are exited after 1 school year and one summer.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I federal funds; state funds; district/county funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 600-750

Age range of newcomer students: 14-18

Number of countries represented in newcomer program: 33+

Number of non-English languages represented: 33+

Percentage of newcomer students receiving free or reduced lunch: 95%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Cantonese, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - social studies
  - language arts

  * These courses are provided in Spanish and Cantonese.
- ESL or English language development

  * Three hours of intensive ESL instruction is given each day to develop English language skills in reading, writing, listening, and speaking.
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - physical education
  - art (design)
  - computers
  - study skills

  * Sheltered instruction is used to teach core content subjects to students who are non-Spanish and non-Chinese speaking.

- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAS-oral (Language Assessment Scales), English version; native-language reading test; math inventory

Other assessment measures: Student portfolios; ESL writing (Newcomer High School Writing Rubric)

Measures to facilitate students' transition into home school: Information not provided

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 26
Full time in newcomer program: 25
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 5 (Cantonese, Tagalog, Russian, Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 26

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish, Chinese)
* The head counselor is bilingual in Spanish, and the community resource teacher is bilingual in Chinese; however, both are available to all students.

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Health (physical)
- Health (mental)
- Tutoring
- Student support groups

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Collaboration with health providers

LITERACY CENTER
SEQUOIA HIGH SCHOOL

School Address:
1201 Brewster Ave.
Redwood City, CA 94062-1378
Phone: 415-369-1411
Fax: 415-368-5180

Contact Person(s):
Mr. Jeff Zwiers
Teacher/Coordinator
Literacy Center
Sequoia High School
1201 Brewster Ave.
Redwood City, CA 94062-1378
Phone: 415-369-1411 x 6114

PROGRAM INFORMATION

Year program started: 1991 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 1 year and have low native language literacy scores, that is, below fifth grade on the SABE (Spanish Assessment of Basic Education), level 5

Program description: The Literacy Center was established to provide low-literate Spanish speakers with the skills needed for success in high school. Based on native language test scores and writing samples, students from the district's four high schools are placed in the full-day program for one or two semesters. Most students are ready to exit at the end of 1 school year. The Literacy Center is a ninth grade, self-contained classroom, where students are taught basic reading, writing, math, and study skills through the use of interdisciplinary themes.

Grade level served: 9

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year, more than 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 3 semesters
* This is a 1-year program for most newcomer students; however, a student may remain in the program for an additional semester if needed.

Average class size: 26

44

Entry criteria: Spanish literacy levels below fifth grade on the SABE, low math scores on the SABE, little or no English proficiency, and parental preference are used in determining entrance into the program.

Exit criteria: SABE scores above the fifth grade level and teacher recommendation based on writing samples and oral reading are used in determining exit from the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: General district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 14-18

Number of countries represented in newcomer program: 2

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 83%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: Spanish (primarily), English

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
  - art
- ESL or English language development
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies
  * A course in life skills is offered in this program.

Assessment tests: LAS (Language Assessment Scales), English version; SABE-level 5 (Spanish Assessment of Basic Education)

Other assessment measures: Writing sample in Spanish for placement; portfolios - mainly in Spanish, some in English

Measures to facilitate students' transition into home school: Most students are already in their home school. Students who attend a different home school visit classes and talk to counselors in the home school prior to leaving the Literacy Center.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 2 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1
* This guidance counselor is not program designated but serves all students at the high school.

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Tutoring

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Native language literacy courses
- Adult basic education

ENGLISH LANGUAGE CENTER
HAYWARD HIGH SCHOOL

School Address:
28000 Calaroga
Hayward, CA 94545
Phone: 510-293-8554
Fax: 510-732-6754

Contact Person(s):
Ms. Mari Martinez
Program Coordinator
English Language Center
Hayward High School
28000 Calaroga
Hayward, CA 94545
Phone: 510-293-8554

PROGRAM INFORMATION

Year program started: 1981 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have little or no English proficiency

Program description: The ELC (English Language Center) at Hayward High School offers a half-day program for new students who lack English language proficiency. The ELC runs two half-day sessions daily, serving students from some schools in the morning and from other schools in the afternoon. The program serves three high schools, one continuation school, and five junior high schools. It offers four levels of English language instruction. Some of the home schools also offer the fourth level. Students from those schools take three levels at the ELC and the fourth level in their home schools.

Grade levels served: 7-12

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Half day (3 hours)

Length of program: More than 1 school year
Average length of stay for students in program: 3 semesters
Maximum length of stay for students in program: 10 semesters

Average class size: 30

Entry criteria: When any language other than English is spoken in the home, students are given a diagnostic test to determine whether or not they need the program. The center makes recommendations to the educators in the home school, where the decision for a student to enter the program is made. Parents are informed of the decision and must agree that their child be placed in the program or sign a waiver which states that they refuse the program.

Exit criteria: Exit from the center depends on individual progress. Some students are there for 6 months, whereas some stay as long as 5 years, finishing their high school at the center. Students exit the center by finishing the four levels (or three for those with the fourth level in their home schools).

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal EIEP (Emergency Immigrant Education Program) funds; state EIA (Economic Impact Aid) funds; district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 420

Age range of newcomer students: 12-18

Number of countries represented in newcomer program: 30

Number of non-English languages represented: 26

Percentage of newcomer students receiving free or reduced lunch: Percentage not available. The students eat lunch in their home schools.

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - social studies
  - language arts
  - U.S. history (for Spanish speakers in the 8th grade)
  - world history (for Spanish speakers in the 7th and 10th grades)
- ESL or English language development
- Sheltered content in English
  - English Survey (includes science, social studies, and geography)

- Cross-cultural/orientation to U.S.
- Career/vocational education

Assessment tests: LAS (Language Assessment Scales), English and Spanish versions; BINL (Basic Inventory of Natural Language) for Vietnamese, Tagalog, Hindi, Fijian, and Chinese speakers; district-made test; EAME (Entry Assessment for Math Evaluation) developed by Fairfax County, VA

Other assessment measures: None

Measures to facilitate students' transition into home school: N/A
Students are in their home schools every day for half a day.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 13
Full time in newcomer program: 11
Part time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 11
(Dari, Farsi, Fijian, French, Hindi, Pashto, Portuguese, Punjabi, Russian, Spanish, Vietnamese, Urdu)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 24

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Health (mental)
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses

BILINGUAL RECEPTION CENTER
JOHN WINTHROP MIDDLE SCHOOL

School Address:
85 Eckart St.
Bridgeport, CT 06606
Phone: 203-576-7769
Fax: 203-330-5930

Contact Person(s):
Mr. Idelfonso Silva
Program Instructor
Bilingual Reception Center
John Winthrop Middle School
85 Eckart St.
Bridgeport, CT 06606
Phone: 203-576-7769

Dr. Ana Maria Olezza
Curriculum Specialist
Bilingual Education Services
389 Kossuth Street
Bridgeport, CT 06608
Phone: 203-576-7585
Fax: 203-576-8326
E-mail: BilEdu@aol.com

PROGRAM INFORMATION

Year program started: 1992 **Type of community:** Urban/metropolitan

Newcomer definition: Students who speak little or no English and have not reached the academic level of students their age

Program description: John Winthrop Middle School provides LEP students with low literacy skills an ungraded individualized program structure which allows them to work at their own pace. Students enroll in the full-day program voluntarily. They are provided with academic instruction in their native language or in English through a sheltered approach at their own proficiency level, so that they may be mainstreamed or transferred into a regular bilingual classroom at the appropriate grade level whenever possible. Vocational experiences are promoted along with the intensive literacy development. Students are also given an orientation to U.S. culture. All of the district-wide services, some of which are specifically for new immigrants, are available to the newcomers and their families. The ultimate goal of the program is to prevent students from dropping out when they are no longer required by law to attend school, and to provide them with an education which will enable them to attain success in the future.

Grade levels served: 6-8

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 15

Entry criteria: Students who enter the program are 2 to 3 years below their academic level, are Spanish-speaking, and have little or no English skills.

Exit criteria: Students' portfolios and the annual review are used to determine exit.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 14

Age range of newcomer students: 13-15

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - social studies
  - language arts
  - health
  - citizenship
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - consumer education
- Cross-cultural/orientation to U.S.

- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAS (Language Assessment Scales), English version; Aprenda; content-area tests

Other assessment measures: Classroom/curriculum-based assessment; classroom observation; student portfolio

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 1
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 1

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Social
- Health (mental)
- Career counseling
- Tutoring
- Aquaculture classes

* All district-wide services are available to Reception Center students.

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Social worker
- Community outreach
  Information sharing with community organizations

BILINGUAL RECEPTION CENTER
BASSICK HIGH SCHOOL

School Address:
1181 Fairfield Ave.
Bridgeport, CT 06605
Phone: 203-576-7350
Fax: 203-576-7736
E-mail: BilEdu@aol.com

Contact Person(s):
Dr. Ana Maria Olezza
Curriculum Specialist
Bilingual Education Services
389 Kossuth Street
Bridgeport, CT 06608
Phone: 203-576-7585
Fax: 203-576-8326
E-mail: BilEdu@aol.com

Mr. Javier Gómez
Reception Center Instructor
Bassick High School
1181 Fairfield Ave.
Bridgeport, CT 06605
Phone: 203-576-7350

PROGRAM INFORMATION

Year program started: 1992 **Type of community:** Urban/metropolitan

Newcomer definition: Students who speak little or no English and have not reached the academic level of students their own age

Program description: Bassick High School provides special instruction for limited English proficient students with low literacy skills. This full-day program has an ungraded, individualized structure, which allows students to work at their own pace. Students enroll in the program voluntarily. They are provided with academic content in their native language or in English through a sheltered instruction approach at their own proficiency level.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year, more than 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 15

Entry criteria: Students are 2 to 3 years below their academic level, are Spanish-speaking, and have little or no English skills.

Exit criteria: Students' portfolios and the annual review are used to determine exit.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 15

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - social studies
  - language arts
  - health
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)
- Citizenship
- Consumer education

Assessment tests: LAS (Language Assessment Scales), English version; content-area tests

Other assessment measures: Classroom/curriculum-based assessment; class observation; student portfolios

Measures to facilitate students' transition into home school: Students are given an orientation to Bassick High School by the teachers and the Bilingual Central Office upon entering the Reception Center program. Students remain at Bassick after completion of the newcomer program.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 1

Number of guidance counselors: 4

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Social
- Health (mental)
- Career counseling
- Tutoring

* All district-wide services are available to Reception Center students.

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses

- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Social worker
- Community outreach
  Information sharing with community organizations

NEW BEGINNINGS
KINLOCH PARK MIDDLE SCHOOL

School Address:
4340 Northwest 3rd St.
Miami, FL 33126
Phone: 305-445-5467
Fax: 305-445-3110

Contact Person(s):
Mr. Israel Sosa
Program Teacher
New Beginnings
Kinloch Park Middle School
4340 Northwest 3rd St.
Miami, FL 33126
Phone: 305-445-5467 x 215

Dr. Toni Miranda
Educational Specialist
Dade County Public Schools
Bilingual Department, Room 324
1500 Biscayne Blvd.
Miami, FL 33132
Phone: 305-995-1909
Fax: 305-995-1936

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 12 months, have little or no English language proficiency, and are working below the third grade level in their native language

Program description: Project New Beginnings* is a district-wide, full-day program designed to address the needs of a selected group of newly-arrived students entering the Dade County Public Schools. These students have limited English proficiency and are working below their grade level in their native language (either Spanish or Haitian Creole). The program goal is to assist students in reaching a basic skills level which will allow them to be placed in regular ESOL classes after 1 school year. Students in Kinloch Park Middle School receive two periods each of math, social studies, and ESL per day. Both English and Spanish are used for instruction in math and social studies, with a greater percentage of the instruction in English by the end of the school year. Electives are taught in English.

Grade levels served: 6-8

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

* Three middle schools and two high schools that responded to the Newcomer Survey are participating in Project New Beginnings in the Dade County School District. Each school has a separate entry in this directory.

Average class size: 16

Entry criteria: Students take a test in language and math in the native language. Those working below the third grade level are included. Students must also be in ESOL level 1.

Exit criteria: Students exit after completing 1 year in the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 17

Age range of newcomer students: 10-14

Number of countries represented in newcomer program: 4

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - social studies

  * These classes are each taught two periods per day with part of the instruction in English and part in Spanish.
- ESL or English language development

  * This class meets for two periods per day.
- Sheltered content in English
  - math
  - social studies
  - electives (art, dance, physical education)
- Cross-cultural/orientation to U.S.

Assessment tests: DCSPT (Dade County - Minimal Objectives - Secondary Placement Test); Dade County OLPS (Oral Language Proficiency Scale); classroom tests - mid-year & final

Other assessment measures: Teacher evaluations; LEP committee; child-study teams which include the assistant principal, guidance counselor, teachers, and parents

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Part time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 3

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Adult basic education
- School liaison with parents
- Community outreach
  Information sharing with community organizations

NEW BEGINNINGS
THOMAS JEFFERSON MIDDLE SCHOOL

School Address:
525 Northwest 147th St.
Miami, FL 33168
Phone: 305-681-7481
Fax: 305-688-5912

Contact Person(s):
Ms. Rosie Sanchez
Program Teacher
New Beginnings
Thomas Jefferson Middle School
525 Northwest 147th St.
Miami, FL 33168
Phone: 305-681-7481 x 274

Dr. Toni Miranda
Educational Specialist
Dade County Public Schools
Bilingual Department, Room 324
1500 Biscayne Blvd.
Miami, FL 33132
Phone: 305-995-1909
Fax: 305-995-1936

PROGRAM INFORMATION

Year program started: 1990 **Type of community:** Urban/metropolitan

Newcomer definition: Haitian immigrant students who have little formal education and are working below the third grade level in their native language

Program description: Project New Beginnings* is a district-wide program designed to address the needs of a selected group of newly-arrived students entering the Dade County Public Schools. These students have limited English proficiency and are working below their grade level in their native language (either Spanish or Haitian Creole). The program goal is to assist students in reaching a basic skills level which will allow them to be placed in regular ESOL classes after 1 school year. The half-day program in Thomas Jefferson Middle School has been in place for the last 7 years, but did not function in the spring of 1997 because of the small number of students (six) during the 1996 fall semester.

Grade levels served: 7-9

Students are drawn from: One school, in-take/assessment center

Program location: Program within a school, same site as home school

Length of daily program: Half day (3 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

* Three middle schools and two high schools that responded to the Newcomer Survey are participating in Project New Beginnings in the Dade County School District. Each school has a separate entry in this directory.

Average class size: 15

Entry criteria: Students in this program are recent Haitian immigrants. They are given a diagnostic test at the third grade level (reading, writing, and math) in Haitian Creole. Students who are working below the third grade level qualify for the New Beginnings program.

Exit criteria: Students must pass the diagnostic Haitian Creole test (either at mid-year or the end of the year) and reach an ESOL level 1 score on an ESL test.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 15

Age range of newcomer students: 13-17

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Haitian Creole

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - study skills
- ESL or English language development
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: DCSPT (Dade County - Minimal Objectives - Secondary Placement Test); Dade County OLPS (Oral Language Proficiency Scale)

Other assessment measures: Teacher evaluations; LEP committee; child-study teams which include the assistant principal, guidance counselor, teachers, and parents

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 5
Full time in newcomer program: 1
Part time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 3

Bilingual guidance counselors: Yes (Spanish)
* Peers also help counsel new Haitian Creole students.

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Social worker
- Community outreach

  Partnerships with community

  Businesses in the community give coupons to honors students (ESOL students included).

NEW BEGINNINGS
WEST MIAMI MIDDLE SCHOOL

School Address:
7525 Southwest 24th St.
Miami, FL 33155
Phone: 305-261-8383
Fax: 305-267-8204

Contact Person(s):
Ms. Marta Orihuela
Program Teacher
New Beginnings
West Miami Middle School
7525 Southwest 24th St.
Miami, FL 33155
Phone: 305-261-8383 x 301

Dr. Toni Miranda
Educational Specialist
Dade County Public Schools
Bilingual Department, Room 324
1500 Biscayne Blvd.
Miami, FL 33132
Phone: 305-995-1909
Fax: 305-995-1936

PROGRAM INFORMATION

Year program started: 1993 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 12 months, have little or no English proficiency, and are working below the third grade level in their native language

Program description: Project New Beginnings* is a district-wide, full-day program designed to address the needs of a selected group of newly-arrived students entering the Dade County Public Schools. These students have limited English proficiency and are working below their grade level in their native language (either Spanish or Haitian Creole). The program goal is to assist students in reaching a basic skills level which will allow them to be placed in regular ESOL classes after 1 school year. If students enter the program at West Miami Middle School with very low literacy skills, they may request to remain in the program for a second year.

Grade levels served: 6-8

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters and summer
Maximum length of stay for students in program: 4 semesters

* Three middle schools and two high schools that responded to the Newcomer Survey are participating in Project New Beginnings in the Dade County School District. Each school has a separate entry in this directory.

Average class size: 19

Entry criteria: Students are given a test based on the third grade level in their native language. Those who are working below this level are included in the New Beginnings program.

Exit criteria: Students exit when they have reached literacy skills for a sixth grade ESOL student. Generally, students exit after 1 school year, but in special circumstances, students who have very low literacy skills when they enter the program may request to remain in the program for a second school year.

Students can enter in mid-year or mid-session: No

Funding sources: Federal and district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 16

Age range of newcomer students: 11-15

Number of countries represented in newcomer program: Information not provided

Number of non-English languages represented: 3

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- Handwriting

Assessment tests: DCSPT (Dade County - Minimal Objectives - Secondary Placement Test); Dade County OLPS (Oral Language Proficiency Scale)

Other assessment measures: Teacher evaluations; LEP committee; child-study teams which include the assistant principal, guidance counselor, teachers, and parents

Measures to facilitate students' transition into home school: Information not provided

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 3
Full time in newcomer program: 1
Part time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social
- Health (mental)
- Tutoring

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Native language literacy courses
- Social worker

NEW BEGINNINGS
SOUTH MIAMI SENIOR HIGH

School Address:
6856 Southwest 53rd St.
Miami, FL 33155
Phone: 305-666-5871
Fax: 305-666-6359

Contact Person(s):
Ms. Maureen McCarthy
New Beginnings Teacher
South Miami Senior High
6856 S.W. 53rd St.
Miami, FL 33155
Phone: 305-666-5871 x 284

Dr. Toni Miranda
Educational Specialist
Dade County Public Schools
Bilingual Department, Room 324
1500 Biscayne Blvd.
Miami, FL 33132
Phone: 305-995-1909
Fax: 305-995-1936

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 12 months, have little or no English language proficiency, and are working below the fifth grade level in their native language

Program description: Project New Beginnings* is a district-wide, full-day program designed to address the needs of a selected group of newly-arrived students entering the Dade County Public Schools. These students have limited English proficiency and are working below their grade level in their native language (either Spanish or Haitian Creole). The program goal is to assist students in reaching a basic skills level which will allow them to be placed in regular ESOL classes after 1 school year.

Grade levels served: 9-11

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 14-20

* Three middle schools and two high schools that responded to the Newcomer Survey are participating in Project New Beginnings in the Dade County School District. Each school has a separate entry in this directory.

Entry criteria: Students who have been in the U.S. less than 12 months, have little or no English proficiency (ESOL levels 1 and 2), and test scores below the fifth grade level in Spanish reading and math are included.

Exit criteria: Students exit after completing 1 year in the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 15

Age range of newcomer students: 13-18

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - social studies
- ESL or English language development
- Sheltered content in English
  - math
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: DCSPT (Dade County - Minimal Objectives - Secondary Placement Test); Dade County OLPS (Oral Language Proficiency Scale)

Other assessment measures: Teacher evaluations; LEP committee; child-study teams which include the assistant principal, guidance counselor, teachers, and parents

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 1

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Health (physical)
- Career counseling

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Native language literacy courses

NEW BEGINNINGS
SOUTHWEST SENIOR HIGH SCHOOL

School Address:
8855 Southwest 50th Terrace
Miami, FL 33165
Phone: 305-274-0181
Fax: 305-596-7370

Contact Person(s):
Ms. Patricia Navarro
ESOL Department Head
New Beginnings
Southwest Senior High School
8855 Southwest 50th Terrace
Miami, FL 33165
Phone: 305-274-0181

Dr. Toni Miranda
Educational Specialist
Dade County Public Schools
Bilingual Department, Room 324
1500 Biscayne Blvd.
Miami, FL 33132
Phone: 305-995-1909
Fax: 305-995-1936

PROGRAM INFORMATION

Year program started: 1993 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 12 months, have little or no English proficiency, and are working below the fifth grade level in their native language

Program description: Project New Beginnings* is a district-wide, full-day program designed to address the needs of a selected group of newly-arrived students entering the Dade County Public Schools. These students have limited English proficiency and are working below their grade level in their native language (either Spanish or Haitian Creole). The program goal is to assist students in reaching a basic skills level which will allow them to be placed in regular ESOL classes after 1 school year.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 15-20

* Three middle schools and two high schools that responded to the Newcomer Survey are participating in Project New Beginnings in the Dade County School District. Each school has a separate entry in this directory.

Entry criteria: Students take an exam of reading and math in their native language. Based on these scores, those who are working below the fifth grade level are included in the program. Students must also be in ESOL levels 1 or 2, as determined by scores on the Dade County Oral Language Proficiency Scale.

Exit criteria: Students may be in the program for only 1 year.

Students can enter in mid-year or mid-session: Yes

Funding sources: State and district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 20

Age range of newcomer students: 14-18

Number of countries represented in newcomer program: 6

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - social studies
  - language arts
  - health
- ESL or English language development
- Sheltered content in English
  - math
  - social studies
  - health

Assessment tests: DCSPT (Dade County - Minimal Objectives- Secondary Placement Test); Dade County OLPS (Oral Language Proficiency Scale); teacher-made tests

Other assessment measures: Teacher evaluations; LEP committee; child-study teams which include the assistant principal, guidance counselor, teachers, and parents

Measures to facilitate students' transition into home school: No formal transition process is used. If necessary, a "buddy" is assigned to the student for the first few days in the home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 4
Part time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Transportation

Services offered to others (e.g., parents) not in the program:
None

INTERNATIONAL STUDENT CENTER
DEKALB COUNTY SCHOOL SYSTEM

School Address:
4680 Chamblee-Dunwoody Rd.
Atlanta, GA 30338
Phone: 770-393-9240
Fax: 770-393-9859

Contact Person(s):
Dr. Donald Turchan
Acting Coordinator
DeKalb County School System
4680 Chamblee-Dunwoody Rd.
Atlanta, GA 30338
Phone: 770-393-9240

PROGRAM INFORMATION

Year program started: 1985 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are new to the district and were born in another country (even if they speak only English) or were born in the U.S. and speak English as a second language
* The center uses the term "international" rather than "newcomer."

Program description: The International Center is the designated site for the registration, testing, and placement of international students new to the district. It assists new immigrant students and their families in adjusting to life in America, and places students in appropriate instructional programs. It serves as a liaison between the schools and minority language students and their families. This program is instrumental in reducing culture shock as it aids newcomers in the acquisition of social and language skills necessary for a successful adjustment to life in the U.S. A program of intensive English is available to students whose scores on the Language Assessment Battery are lower than the 10th percentile. This full-day program lasts approximately 6 weeks for secondary students. Parents receive orientation regarding their responsibilities when their children have been assigned to the center for initial instruction in intensive English.

Grade levels served: 6-12
* Although the center serves Grades K-5 as well, this profile includes only information for Grades 6-12.

Students are drawn from: In-take/assessment center, more than one school
* This center serves all of the schools in the district. Ten are middle/junior high schools and 18 are high schools.

Program location: Separate site from home school, separate school

Length of daily program: Full day

Length of program: 6-10 weeks
Average length of stay for students in program: 4 weeks
Maximum length of stay for students in program: 6 weeks

Average class size: 15-30

Entry criteria: Students whose scores are below the 10th percentile on the LAB (Language Assessment Battery) receive instruction at the center.

Exit criteria: Secondary students usually exit the intensive English study at the center after 6 weeks.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 200

Age range of newcomer students: 11-19

Number of countries represented in newcomer program: 95

Number of non-English languages represented: 67

Percentage of newcomer students receiving free or reduced lunch: 85%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
  * This is an intensive English, Pre-ESOL class.
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: ESOL (locally-made tests); LAB (Language Assessment Battery), English version; Gates/MacGinitie; WRAT I or II (Wide Range Achievement Tests)

Other assessment measures: None

Measures to facilitate students' transition into home school: Students are enrolled in their home schools while attending intensive English at the center.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 4
Full time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 7
(Spanish, Korean, Russian, Vietnamese, Laotian, Hmong, Cambodian, Thai, Cantonese, Mandarin, Arabic, French, Italian, Polish, German)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 11

Number of guidance counselors: 1

Bilingual guidance counselors: No
* Bilingual assistance for counseling is provided by staff members.

OTHER SERVICES

Services offered to newcomer students:

- Assembly programs for cross-cultural orientation

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Internal Revenue Service (Special arrangements exist between the I.R.S. and the center for bilingual assistance for newcomers.)
- Translation and interpretation for principals, specialists, and parents

NEW COMER PROGRAM
CÉSAR CHÁVEZ MULTICULTURAL ACADEMIC CENTER

School Address:
4946 S. Paulina
Chicago, IL 60609
Phone: 773-535-9219
Fax: 773-535-9477
Website:
http://teacher.depaul.edu/~khurbani/newcomerwelcome.html

Contact Person(s):
Ms. Erica Wolfsteller Cuneen
New Comer Program Coordinator
César Chávez Multicultural Academic Center
4946 S. Paulina
Chicago, IL 60609
Phone: 773-535-9219
E-mail: ewolfsteller@chavezmac.cps.k12.il.us

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have recently arrived in the U.S. (enrolled 3 years or less in a U.S. educational institution), speak little or no English, and may have large gaps in their formal schooling

Program description: The César Chávez New Comer Program is housed in the Annex building of the Chávez Multicultural Academic Center for Grades 6-8 It is a transitional program designed for older immigrant and refugee students who are at risk in adjusting to their new language and school environment. This full-day and after-school program offers a wide range of specialized classes and orientation services to meet the students' individual needs, including classes which provide them with knowledge of the United States and school culture. Teachers who are sensitive to the students' needs motivate them to succeed in improving their academic and language skills. The program goal is to provide these students with the education they need to compete with their native-born peers at the high school level and in the world at large. Support services are also provided to families of immigrant and refugee students. Currently, all of the students in this program come from Latin America.

Grade levels served: 6-8
* A newcomer program for Grade 9 was added in the Chávez main school in the summer of 1997.

Students are drawn from: More than one school

Program location: Program within a school, separate site from home school

Length of daily program: Full day, after school (1-2 hours)

Length of program: 1 school year, more than 1 school year
Average length of stay for students in program: 2 semesters and summer
Maximum length of stay for students in program: 6 semesters
* The newcomer students are encouraged to attend the full 12 months with the summer being optional.

Average class size: 20

Entry criteria: Students in Grades 6-8 who have been in the U.S. 3 years or less enter the program. They may have large gaps in their formal schooling experience and are at risk in adjusting to their new language and school environment.

Exit criteria: Students in Grades 6-8 must meet the following criteria on one or more formal assessments: level 6.5 or $1^1/_2$ years below grade level in English, math, and Spanish. If English and math are 6.5 or above, the Spanish level must be 4.5. Students who enter with very low literacy may stay in the program as long as needed.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds; private funds, including a small grant from the Fund for Educational Reform for team building and staff development

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 60

Age range of newcomer students: 10-14

Number of countries represented in newcomer program: 2

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - computers
  - library
  - physical education
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies
  * Focus on life skills (violence/gang prevention) is offered after school for students in the sixth and seventh grades.

Assessment tests: Woodcock Language Proficiency Battery, English and Spanish versions; LAS (Language Assessment Scales), English version; teacher-made tests; Key Math; La Prueba de Realización

Other assessment measures: A variety of assessments are used including: the Classroom Language Interaction Checklist for assessing progress; the Sociocultural Checklist and the Guide to Estimating Level of Acculturation for placement. A survey is used to assess students' attitudes. Teacher assessment and reports cards are reviewed for progress and exit in content areas other than math.

Measures to facilitate students' transition into home school: Students attend Chávez main school for library. They also participate in grade-level field trips and after-school extracurricular activities at the Chávez main building, and they have e-mail pen pals with students there who are at their grade level. The newcomer students are integrated through a buddy/partner arrangement.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 5
Full time in newcomer program: 5

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 5

Number of guidance counselors: 1
* The regular guidance counselor at Chávez main school serves newcomer students.

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social
- Health (physical)
- Health (mental)
- Career counseling
- Tutoring

* Some of these services are offered at the Chávez main school.

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - DePaul Community Corps
    - PATF (Parents as Teachers First) Program
    - HAS (Health Care Alternative Systems) Programs
- Parent volunteers

KENNETH HENDERSON INTAKE CENTER

School Address:
2406 Fleming
Garden City, KS 67846
Phone: 316-276-5210
Fax: 316-276-5163

Contact Person(s):
Ms. Linda Trujillo
Director of Supplemental Programs
Kenneth Henderson Intake Center
2406 Fleming
Garden City, KS 67846
Phone: 316-275-5155

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Rural

Newcomer definition: ESL students who are new to the school district and may or may not have low literacy skills in their native language

Program description: Kenneth Henderson Intake Center is not a newcomer program but rather a center designed to serve the large number of new ESL students in Grades 6-8 who arrive in the school district after the school year has started. These students may have no English skills, limited English proficiency, or full English proficiency, and varying literacy backgrounds. They are screened for language proficiency and subject matter competency before they are enrolled in classes in their home schools. If they need ESL classes, they receive initial full-day instruction for up to 9 weeks at the Intake Center.

Grade levels served: 6-8

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program:
Average length of stay for students in program: 4 weeks
Maximum length of stay for students in program: 9 weeks

Average class size: 10

Entry criteria: New ESL students who arrive in the district after the school year begins are served at the Intake Center.

Exit criteria: Students exit when they reach a level of language and academic proficiency adequate for regular ESL classes in the home schools.

Students can enter in mid-year or mid-session: Yes

Funding sources: Local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 41

Age range of newcomer students: 12-14

Number of countries represented in newcomer program: 6

Number of non-English languages represented: 3

Percentage of newcomer students receiving free or reduced lunch: 47%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Vietnamese

Courses provided by the newcomer program:

- ESL or English language development
- Cross-cultural/orientation to U.S.

Assessment tests: LAS (Language Assessment Scales), English version; teacher-made tests

Other assessment measures: Teacher observations; review of transcripts

Measures to facilitate students' transition into home school: Home school visits are arranged.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 1

Number of guidance counselors: 0

OTHER SERVICES

Services offered to newcomer students:

- Tutoring

Services offered to others (e.g., parents) not in the program:
None

WICHITA NEWCOMERS' CENTER
EAST HIGH SCHOOL

School Address:
2301 E. Douglas
Wichita, KS 67211
Phone: 316-833-2598
Fax: 316-833-7125
Website:
http://www.fn.net/~newcomer

Contact Person(s):
Ms. Ann Toole
Title VII Project Coordinator
Wichita Newcomers' Center
East High School
2301 E. Douglas
Wichita, KS 67211
Phone: 316-833-7123
E-mail: atoole@feist.com

PROGRAM INFORMATION

Year program started: 1994 **Type of community:** Urban/metropolitan

Newcomer definition: Newcomers students with English proficiency levels of 0 to 1, who are 14 to 20 years of age, and are either new to the U.S. or new to the high school setting, having attended for less than 1 full year

Program description: The Wichita Newcomers' Center is a full-day program within a school and is housed in two sites, East High School and North High School. Approximately 200 new, high school age immigrants arrive in Wichita annually, some with low literacy in their first language (first to third grade level) and little or no English proficiency (level 1). The instructional program centers on communicatively-oriented, task-based ESL instruction complemented by CALL (computer-assisted language learning), modified reading, math, science, and life skills courses, all of which integrate elements that facilitate cultural adjustment. The fundamental thrust of the program is to provide an intensive, context-rich, anxiety-free learning environment for this traditionally underserved population so that they may make the transition smoothly into the regular ESL program.

Grade levels served: 9-12

Students are drawn from: More than one school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 12-15

Entry criteria: Students who are new arrivals to the U.S., ages 14-20, with English proficiency levels of 0 to 1 enter the program.

Exit criteria: After 1 complete school year in Newcomers', students make the transition. Because the school has Newcomers', ESL, content, and sheltered classes, students do not actually "exit" the program, but go on to the next level or combination of classes based upon their ability/proficiency levels. No students remain longer than 1 year in the Newcomers' program.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds (SAIP grant); district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 107

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 17

Number of non-English languages represented: 11

Percentage of newcomer students receiving free or reduced lunch: 93%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Vietnamese

Courses provided by the newcomer program:

- Native language literacy
  * This instruction is available to Spanish and Vietnamese preliterate students.
- Content instruction in native language
  science
  Spanish language arts
  * Native language science instruction is available for Spanish and Vietnamese students.

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)
- CALL (computer assisted language learning)

Assessment tests: LAS-oral, reading, and writing (Language Assessment Scales), English and Spanish versions; SLEP-listening (Secondary Level English Proficiency); staff-developed language proficiency tests for Vietnamese; EAME (Entry Assessment for Math Evaluation) developed by Fairfax County, VA
* The program sometimes uses the CAT (California Achievement Test) to give an equivalency grade in reading in order to provide a way of speaking about the students' levels with other instructors in the high school.

Other assessment measures: Interviews are conducted to assess English speaking and listening.

Measures to facilitate students' transition into home school: Students at East High School are in their home school. Before entering the regular ESL program, they are given opportunity to observe ESL, sheltered, and mainstream content classes. They also participate in regular school activities (e.g., sports, multicultural assemblies).

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 9
Full time in newcomer program: 2
Part time in newcomer program: 7

Number of bilingual aides/paraprofessionals for newcomer students: 5 (Spanish, Vietnamese, French)

Number of monolingual aides for newcomer students: 2 (English)

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish, Vietnamese)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Social
- Health (physical)
- Health (mental)
- Legal
- Career counseling
- Tutoring
- Stay-in-School/Youth Work Programs to assist students in educational and career decisions

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Community outreach
- Assistance in acquiring community medical, financial, and legal services

WICHITA NEWCOMERS' CENTER
NORTH HIGH SCHOOL

School Address:
1437 N. Rochester
Wichita, KS 67203
Phone: 316-833-3030
Fax: 316-833-3060
E-mail: esl2@feist.com
Website:
http://www.fn.net/~newcomer/

Contact Person(s):
Ms. Marlene Wall
Site Coordinator
Wichita Newcomers' Center
North High School
1437 N. Rochester
Wichita, KS 67203
Phone: 316-833-3013

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Urban/metropolitan

Newcomer definition: Newcomers students with English proficiency levels of 0 to 1, who are ages 14 to 20, and are either new to the U.S. or new to the high school setting, having attended for less than 1 full year

Program description: The Wichita Newcomers' Center is a full-day program within a school and is housed in two sites, East High School and North High School. North High School serves other high schools in the area as well. Approximately 200 new high school age immigrants arrive in Wichita annually, some with low literacy in their first language (first to third grade level) and little or no English proficiency (level 1). The instructional program centers on communicatively-oriented, task-based ESL instruction complemented by computer-assisted language learning (CALL), modified reading, math, science, and life skills courses, all of which integrate elements that facilitate cultural adjustment. The fundamental thrust of the program is to provide an intensive, context-rich, anxiety-free learning environment for this traditionally underserved population so that they may make the transition smoothly into the regular ESL program.

Grade levels served: 9-12

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 3 semesters

Average class size: 15-20

Entry criteria: Students who are new arrivals to the U.S., ages 14-20, with English proficiency levels of 0 to 1 enter the program.

Exit criteria: At the end of the 1-year program, students are evaluated to determine whether they will enter the regular ESL program. Those who enter the Newcomers' program during the second semester, remain in the program for the first semester of the following year, taking more advanced courses where appropriate.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds; district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 70

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 7

Percentage of newcomer students receiving free or reduced lunch: 90%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Vietnamese

Courses provided by the newcomer program:

- Content instruction in native language
  math
  science
  * Native language tutorial support is given as needed in Spanish and Vietnamese for the above classes, but the focus is not on developing the native language in these tutorials.
- ESL or English language development
  * English survival skills include speaking, listening, reading, and writing.
- Physical education in mainstream classes

- Sheltered content in English
  - math
  - science
  - life skills
  - CALL (computer assisted language learning)
- Cross-cultural/orientation to U.S.
  * This is part of the survival skills class.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAS-oral, reading, and writing (Language Assessment Scales), English and Spanish versions and a translation for Vietnamese; EAME (Entry Assessment for Math Evaluation) developed by Fairfax County, VA
* The program sometimes uses the CAT (California Achievement Test) to give an equivalency grade in reading in order to provide a way of speaking about the students' levels with other instructors in the high school.

Other assessment measures: Interviews are conducted to assess English speaking and listening.

Measures to facilitate students' transition into home school: Some of the students are in their home school. Those who are not in their home school remain at North High School for the regular ESL program after finishing the newcomer program. The goal is for the students to have a smooth transition into the ESL program with a continuum of services. The teachers who provide instruction for the newcomers also teach in the regular ESL program.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 5
Full time in newcomer program: 1
Part time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 3 (Spanish, Thai, Vietnamese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 7

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Health (physical)
- Health (mental)
- Legal
- Career counseling
- Tutoring
- Stay-in-School/Youth Work Programs to assist students in educational and career decisions

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Community outreach
  Information sharing with community organizations
- Assistance in acquiring community medical, financial, and legal services

PROJECT AIM (ALTERNATIVE INSTRUCTIONAL MODES)
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

School Address:
8908 Riggs Road
Adelphi, MD 20783
Phone: 301-445-8450
Fax: 301-445-8457

Contact Person(s):
Mr. John Nelson
Parent Involvement Specialist
Prince George's County Public Schools
8908 Riggs Rd.
Adelphi, MD 20783
Phone: 301-445-8450
E-mail: john@emd5.emd.edu

PROGRAM INFORMATION

Year program started: 1989 **Type of community:** Suburban

Newcomer definition: Students who are new to the school district and have limited English proficiency as well as very little, if any, literacy skills
* The program uses the term "AIM student" rather than "newcomer."

Program description: The ESOL and LMP (Language Minority Programs) of Prince George's County Public Schools offers newcomer students (Grades 7-12) the program AIM (Alternative Instructional Modes). The AIM course provides basic literacy training for LEP students 12 years of age or older, who have little or no native language literacy. While in AIM, students receive ESOL as well as literacy instruction. This program may be offered in middle and high schools throughout the county where student enrollment merits. This changes from year to year, school to school. During the 1996-97 school year, four high schools and three middle schools had the AIM component in their ESOL programs. There is also an AIM II course for students who need extended literacy help.

Grade levels served: 7-12

Students are drawn from: In-take/assessment center

Program location: Program within a school, same site as home school

Length of daily program:
* AIM is a course. It meets 1 hour per day. AIM II provides students with extended literacy training when it is needed and feasible to offer.

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 6 semesters

Average class size: 12

Entry criteria: The students who enter the program are LEP and lack native language literacy skills. (The program also accepts world English speakers who need literacy training, if they attend a school that offers an AIM class.)

Exit criteria: Program tests and teacher evaluation are used to determine exit from the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: Funded originally by Title VII through a five-year federal grant; currently funded by Prince George's County Schools through the ESOL program

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 12-21

Number of countries represented in newcomer program: 10

Number of non-English languages represented: 15

Percentage of newcomer students receiving free or reduced lunch: 70%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: "The Story of Tony" - oral production, listening, reading, and dictation tests (district-made); course tests; attitude test

Other assessment measures: Interviews are given to assess native language speaking and listening skills for placement.

Measures to facilitate students' transition into home school: N/A
Students are in their home schools while they attend AIM classes.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 7
Part time in newcomer program: 7

Number of bilingual aides/paraprofessionals for newcomer students: 4
(Spanish, Somali)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 1
* The ESOL program has two counselors. Although none is specific to the AIM program, they serve all international students in the school system.

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Training for the state examinations

Services offered to others (e.g., parents) not in the program:

- Orientation to USA
- Newsletter for parents in six languages (English, Spanish, Vietnamese, Somali, Korean, Chinese), four times per year

BILINGUAL EDUCATION PROGRAM
BERKLEY PUBLIC SCHOOLS

School Address:
2077 Oxford
Berkley, MI 48072-1700
Phone: 248-544-5890
Fax: 248-544-5860; 248-546-0462
E-mail: lg4ober@atlas.moa.net

Contact Person(s):
Ms. Laura Gogola
Program Coordinator, Bilingual Education
Berkley Public Schools
2077 Oxford
Berkley, MI 48072-1700
Phone: 248-544-5890

PROGRAM INFORMATION

Year program started: 1976 **Type of community:** Suburban

Newcomer definition: Students who are new immigrants with little or no prior experience in the U.S. or in English language schools

Program description: The "Newcomer" program is one end of a continuum of services that the Berkley Public School District Bilingual Education Program provides for limited English proficient students and is available at two schools. At the newcomer level (level 1 - negligible English), students demonstrate virtually no cognitive academic language proficiency. Some have not mastered the alphabet. Upon arrival, newcomer-level students begin with intensive ESL services. They progress to regular ESL instruction and eventually to a full-time regular program appropriate to their age and academic level. As a transition to mainstream classes, sheltered science and social studies are provided. For students in mainstream academic classes, tutorial support is offered, if possible, in the native language. Orientation to the American school system as well as information on other local services (health, employment, and adult education) is provided to newcomer parents and students. The program works closely with community agencies responsible for refugee resettlement.

Grade levels served: 6-12

Students are drawn from: More than one school

Program location: Program within a school, same site as home school
* Each of the two schools serving newcomer students, one middle and one high, has a program within a school.

Length of daily program: Half day (1-3 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 10

Entry criteria: The students' language proficiency is determined by their scores on both formal and informal assessment. Those who have no English language skills enter the newcomer level.

Exit criteria: Exit from the program is based on the student's reading level on a standardized test, achievement in academic classes, and adjustment to the new environment.

Students can enter in mid-year or mid-session: Yes

Funding sources: Some federal emergency immigrant funds; some state bilingual funds; mostly local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 40

Age range of newcomer students: 11-19

Number of countries represented in newcomer program: 11

Number of non-English languages represented: 11

Percentage of newcomer students receiving free or reduced lunch: 90%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Russian, Arabic

Courses provided by the newcomer program:

- Content instruction in native language
  * Tutorial support is provided in native languages for mainstream classes.

- ESL or English language development

- Sheltered content in English
  - science
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: Woodcock Muñoz Language Survey, English version; IPT-oral (IDEA Language Proficiency Tests), English version; CAT (California Achievement Test)

Other assessment measures: English writing samples, oral reading in English, and interviews with bilingual and ESL teachers are used to determine placement and achievement.

Measures to facilitate students' transition into home school: N/A
Students are already in their home schools for at least part of the day.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 1
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 4
(Russian, Arabic, Chaldean)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: Number not provided
* The guidance counselors in these schools are not program designated, but serve all students in the schools.

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to US schools
- Community outreach
  Information sharing with community organizations

NEWCOMER CENTER
JOHN ADAMS MIDDLE SCHOOL, ISD 535

School Address:
1525 31st St. N.W.
Rochester, MN 55901
Phone: 507-287-2660
Fax: 507-285-8481

Contact Person(s):
Ms. Cynthia Wright-DellaNave
Program Teacher
Newcomer Center
John Adams Middle School, ISD 535
1525 31st St. N.W.
Rochester, MN 55901
Phone: 507-287-2660 x 4121

Mrs. Judy Auger
ESOL Coordinator
Rochester Public Schools
Teaching and Learning
615 S.W. 7th St.
Rochester, MN 55902
Phone: 507-285-8052

PROGRAM INFORMATION

Year program started: 1983 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have little or no English language proficiency

Program description: The goal of the full-day program at the Newcomer Center is to teach survival English in four language skill areas: listening, speaking, reading, and writing. Students usually reach the second grade reading level on the Gates/MacGinitie test when exited. They generally remain in the program for 1 school year, but may request an additional year if necessary.

Grade levels served: 6-8

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 25-30

Entry criteria: Students who enter the program have had little or no previous English study or are unable to communicate orally in English.

Exit criteria: Students must achieve a second grade reading level, have basic speaking ability, and meet the requirements on the district-made Newcomer Center Competency Checklist (Grades 6-12), which includes the following areas: listening comprehension, oral production, reading readiness, writing, cultural information, orientation to school site, math competency, and social/emotional and physical readiness. In certain instances students may remain longer than 1 year in the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: State funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 40-50

Age range of newcomer students: 11-15

Number of countries represented in newcomer program: 10-20

Number of non-English languages represented: 12

Percentage of newcomer students receiving free or reduced lunch: 80%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Lao, Somali

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - social studies

  * The bilingual aides assist students in the native languages in tutorials or in small groups, or by providing simultaneous translation in class.
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: Woodcock Language Proficiency Battery, English version; Gates/MacGinitie test; locally-made test

Other assessment measures: Teacher observation; district-made Newcomer Center Competency Checklist (Grades 6-12)

Measures to facilitate students' transition into home school: The staff usually take the students on a school visit prior to exiting the Newcomer Center. The transition experience is often difficult because most students change schools.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 1
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 9
(Hmong, Lao, Cambodian, Vietnamese, Somali, Spanish)

Number of monolingual aides for newcomer students: 1 (English)

Number of newcomer staff proficient in one of the native languages: 10

Number of guidance counselors: 3
* Regular school counselors are available to all students, including the newcomers.

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social
- Health (physical)
- Health (mental)
- Tutoring

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Orientation to USA
- Adult basic education
- Community outreach
  Partnerships with community
  IBM

* These services are offered at the district level.

NEWCOMER CENTER
MAYO HIGH SCHOOL

School Address:
1420 11th Ave. S.E.
Rochester, MN 55904
Phone: 507-281-6296
Fax: 507-285-8792

Contact Person(s):
Ms. Nancy Martin
Program Teacher
Newcomer Center
Mayo High School
1420 11th Ave. S.E.
Rochester, MN 55904
Phone: 507-281-6296 x 3132

Mrs. Judy Auger
ESOL Coordinator
Rochester Public Schools
Teaching and Learning
615 S.W. 7th St.
Rochester, MN 55902
Phone: 507-285-8052

PROGRAM INFORMATION

Year program started: 1987 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. for 1 year or less and have little or no English language proficiency

Program description: This full-day program provides support for students who have been in the U.S. for 1 year or less and have low English proficiency. The goal of the Newcomer Center is to teach survival English in four language skill areas: listening, speaking, reading, and writing. Students are also given cultural information as well as orientation to the school site.

Grade level served: 9 (All newcomers 14-21 years old are considered ninth graders.)

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters and summer
* The separate summer program is a 3-week enrichment program that is offered to all newcomer, beginner, and advanced beginner ESL students. The summer program is entirely voluntary, and the number of students who may attend is limited, but newcomer students are given priority.

Average class size: 20

Entry criteria: New immigrant, LEP students are given the Woodcock Language Proficiency Battery (revised) in reading, writing, and oral skills. Students enter the program if their overall ability is 1.6 or lower.

Exit criteria: No formal test is given for exit. The teacher uses the district-developed Newcomer Center Competency Checklist (Grades 6-12), which includes the following areas: listening comprehension, oral production, reading readiness, writing, cultural information, orientation to school site, math competency, and social/emotional and physical readiness.

Students can enter in mid-year or mid-session: Yes

Funding sources: Local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30-35

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 7

Number of non-English languages represented: 5

Percentage of newcomer students receiving free or reduced lunch: 95%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Vietnamese, Somali, Lao, Hmong

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - language arts
  - physical education

  * The aides provide some content instruction in the native languages.
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education

Assessment tests: Woodcock Language Proficiency Battery, English version; teacher-made tests

Other assessment measures: Teacher observation; the district-developed Newcomer Center Competency Checklist (Grades 6-12); a local survey to assess student attitudes

Measures to facilitate students' transition into home school: Students are in their home school, yet they receive school skills orientation and tours within the school and the community. They meet with an in-service counselor and are paired with more advanced ESL students.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 3 (Somali, Vietnamese, Hmong)

Number of monolingual aides for newcomer students: 1 (English)

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 5
* These are the regular school counselors. Some bilingual assistance is available for counseling.

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Health (mental)
- Tutoring
- Peer tutoring

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Orientation to USA
- Adult basic education
- Community outreach
  Partnerships with community
  IBM

* These services are offered at the district level.

SCHOOL FOR NEW AMERICANS

School Address:
905 Fourth Ave. South
Minneapolis, MN 55404
Phone: 612-904-2470
Fax: 612-904-2469
E-mail:
NewAmSchool@msn.com

Contact Person(s):
Mr. Chris Brown
Director, (1996-97 school year)
School for New Americans
905 Fourth Ave. South
Minneapolis, MN 55404
Phone: 612-904-2470

Mr. Abraham Dehzad
Director, (1997-98 school year)
School for New Americans
905 Fourth Ave. South
Minneapolis, MN 55404
Phone: 612-904-2470

PROGRAM INFORMATION

Year program started: 1997 **Type of community:** Urban/metropolitan

Newcomer definition: LEP students who have been in the country and/or school district for less than 1 year

Program description: The School for New Americans is an alternative high school, that functions as a temporary stopover for recently-arrived, LEP immigrant and refugee students. It operates under the assumption that these students need a period of adjustment not only to the educational system, but also to the U.S. cultural environment. In partnership with the Minneapolis School District, the school seeks to ease the transition for the newcomer students into a regular high school by providing a comfortable, safe atmosphere in which they may improve their English language and cultural skills. The full-day program offers content area instruction that is meaningful, assists students in making a connection into school and the working world, and helps them build the confidence necessary to succeed in a public high school. Features of the program include orientation to school and society, a specialized curriculum, access to support services, individualized student attention, multicultural education, and volunteer and service learning opportunities.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Separate school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 10-12

Entry criteria: New immigrant and refugee LEP students of high school age who have been in the school district less than 1 year are admitted to the program.

Exit criteria: Exit for each student is based upon his/her ILP (individual learning plan) and input from the advisor, counselor, student, and teacher.

Students can enter in mid-year or mid-session: Yes

Funding sources: State funds (per student allocation); private donations

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 80

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 10

Number of non-English languages represented: 5

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)
- GED preparation

Assessment tests: Academic Therapy; BEST (Basic English Skills Test); teacher-made tests

Other assessment measures: Students keep journals as well as a portfolio of project work. ILPs (individual learning plans) are kept by advisors so that confidence and goal achievement for each student may be tracked. The ILPs are also used to assess students' attitudes.

Measures to facilitate students' transition into home school: By successfully partnering with the Minneapolis School District, the School for New Americans attempts to provide as seamless a transition as possible for students entering their home schools. A student's exit from the program generally corresponds with the beginning of a public high school semester, quarter, or trimester. A visit is arranged with the home school counselor and the student's records are given to the counselor. An administrator from the School for New Americans is kept informed of the continued development of the student. This follow up continues for up to half an academic year after the student has exited the program, allowing not only for awareness of the student's continued progress, but also for evaluation of program success. Students who have transitioned into their home schools are encouraged to revisit the School for New Americans on special occasions as role models and for recognition of their success.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 4
Full time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 2 (Somali, Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 5

Number of guidance counselors: 1.5

Bilingual guidance counselors: Yes (Somali, Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Many high schools and businesses provide tutors.

ESL NEW AMERICANS PROGRAM
NORTHEAST MIDDLE SCHOOL

School Address:
4904 Independence Ave.
Kansas City, MO 64124
Phone: 816-418-3400
Fax: 816-418-3450

Contact Person(s):
Ms. Marguerite Martinez
ESL Coordinator
Kansas City Public School District
1211 McGee
Kansas City, MO 64106
Phone: 816-418-7523
Fax: 816-418-7974

Ms. Angelica Cisneros
Program Teacher
ESL New Americans Program
Northeast Middle School
4904 Independence Ave.
Kansas City, MO 64124
Phone: 816-418-3400

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are new immigrants with no to low English proficiency and limited educational backgrounds, usually 3 or more years below grade level

Program description: The New Americans Program has two sites, one middle school and one high school. These are self-contained classrooms with teachers providing instruction in the core curriculum and in ESL for five periods a day. Students are mainstreamed for art, music, and physical education. New American students are academically and linguistically at risk. The goal of the program is to acclimate students to the American school system and to provide basic instruction at their level in all core areas. Students may be in the program one to two academic semesters. They are then transitioned into ESL classes for two periods of daily instruction rather than five.

Grade levels served: 6-8

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters
* This is a one to two semester program.

Average class size: 20

Entry criteria: The program accepts students who have had little formal education, but because of their age, cannot be placed in their grade level.

Exit criteria: Students need to gain 25 points on the LAS (Language Assessment Scales) - oral. Most students score level I or below. They need to score 80% on recognition of the first 220 Dolch sight words. Students cannot stay more than two semesters due to federal regulations, pursuant to a desegregation order.

Students can enter in mid-year or mid-session: Yes

Funding sources: Enhancement from federal immigrant and migrant aid as eligible; local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 11-13

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 7

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - advisement
  - * This is a "study hall" time when students may attend assemblies, tutoring sessions, and club meetings, or talk to counselors.
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

- Pre-literacy
- Basic reading

Assessment tests: IPT-oral (IDEA Language Proficiency Tests), English version; LAS-oral, reading, and writing (Language Assessment Scales), English version

Other assessment measures: Teacher evaluation to determine achievement in the content areas in English

Measures to facilitate students' transition into home school: N/A
There are no real "home" schools. All schools in the Kansas City, MO School District are magnet schools. However, Northeast Middle School is the only middle school offering ESL instruction. Newcomer students at Northeast Middle School are mainstreamed for art, music, and physical education. When these students exit the New Americans program, they are transitioned into the regular ESL classes.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 0

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)
- Legal

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- School liaison with parents
- Social worker
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Don Bosco Refugee Resettlement Program
    - Grace United Church Outreach/Social Services
    - Guadalupe Community Center

ESL NEW AMERICANS PROGRAM
WESTPORT HIGH SCHOOL

School Address:
315 E. 39th St.
Kansas City, MO 64111
Phone: 816-418-6100
Fax: 816-418-6140

Contact Person(s):
Ms. Marguerite Martinez
ESL Coordinator
Kansas City Public School District
1211 McGee
Kansas City, MO 64106
Phone: 816-418-7523
Fax: 816-418-7974

Ms. Joyce Troop
Program Teacher
ESL New Americans Program
315 E. 39th St.
Kansas City, MO 64111
Phone: 816-418-6100
Fax: 816-418-6140

PROGRAM INFORMATION

Year program started: 1994 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are new immigrants with no to low English proficiency and limited educational backgrounds usually 3 or more years below grade level

Program description: The New Americans Program has two sites, one middle school and one high school. These are self-contained classrooms with teachers providing instruction in the core curriculum and in ESL for five periods a day. Students are mainstreamed for art, music, and physical education. New American students are academically and linguistically at risk. The goal of the program is to acclimate students to the American school system and to provide basic instruction at their level in all core areas. Students may be in the program one to two academic semesters. They are then transitioned into ESL classes for two periods of daily instruction rather than five.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters
* This is a one to two semester program.

Average class size: 20

Entry criteria: The program accepts students who have had little formal education, but because of their age, cannot be placed in their grade level.

Exit criteria: Students need to gain 25 points on the LAS (Language Assessment Scales) - oral. Most students score level I or below. They need to score 80% on recognition of the first 220 Dolch sight words. Students cannot stay more than two semesters due to federal regulations, pursuant to a desegregation order.

Students can enter in mid-year or mid-session: Yes

Funding sources: Enhancement from federal immigrant and migrant aid as eligible; local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 32

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 7

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - advisement
  - * This is a "study hall" time when students may attend club meetings, assemblies, and tutoring sessions, or talk with counselors.
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

- Pre-literacy
- Basic reading

Assessment tests: IPT-oral (IDEA Language Proficiency Tests), English version; LAS-oral, reading, and writing (Language Assessment Scales), English version

Other assessment measures: Teacher evaluation to determine achievement in the content areas in English

Measures to facilitate students' transition into home school: There are no real "home" schools. All schools in the Kansas City, MO School District are magnet, and students select their school. After one or two semesters in this program, high school ESL students may attend Westport or Northeast High School based on site capacity. Many remain at Westport. Some attend Northeast, where they may have family or friends.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 1 (English)

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 0

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)
- Legal

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- School liaison with parents
- Social worker
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Don Bosco Refugee Resettlement Program
    - Grace United Church Outreach/Social Services
    - Guadalupe Community Center

LEP SUMMER ENHANCEMENT PROGRAM
DOVER HIGH SCHOOL

School Address:
Grace St.
Dover, NJ 07801
Phone: 201-989-2023
Fax: 201-989-1662

Contact Person(s):
Mr. Eduardo Nazzaro
Supervisor, World Languages
Dover High School
Grace St.
Dover, NJ 07801
Phone: 201-989-2023

Dr. Andrew Provence
Assistant Superintendent
Dover Board of Education
100 Grace St.
Dover, NJ 07801-2697
Phone: 201-989-2000
Fax: 201-989-1662

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Suburban

Newcomer definition: LEP students who are new to the district or have attended the high school for less than 1 year (i.e., students who enroll after January)

Program description: The Summer Enhancement Program at Dover High School is designed to provide opportunity for LEP students who are new to the district to become oriented to the high school physical plant, the district calendar, the schedule, and the rules, regulations, and routine of school life. The program operates half day for 4 weeks in the summer. It also offers Intermediate ESL students opportunity to maintain and reinforce reading and writing skills which they acquired during the school year. Students in this program receive orientation to U.S. culture as well.

Grade levels served: 9-12

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Half day (3 hours)

Length of program: Summer
Average length of stay for students in program: 4 weeks
Maximum length of stay for students in program: 4 weeks

Average class size: 10

Entry criteria: Students may enter the summer program if they are newly-registered LEP students or basic ESL/intermediate ESL students who enrolled after January.

Exit criteria: Students in the summer program are given 4 weeks of orientation one time only.

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal EIEP (Emergency Immigrant Education Program) funds; state funds (Goals 2000 grant); local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 28

Age range of newcomer students: 14-19

Number of countries represented in newcomer program: 12

Number of non-English languages represented: 2

Percentage of newcomer students receiving free or reduced lunch: 90%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  orientation to school, culture
- ESL or English language development
- Sheltered content in English
  orientation to school, culture
- Cross-cultural/orientation to U.S.
  * Part of the orientation is based on the viewing of U.S. classic films.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: Maculaitis

Other assessment measures: Quiz (based on orientation to the school)

Measures to facilitate students' transition into home school: The summer program is devoted to orientation to the home school. A parent/student handbook is used as a guide. Tours of building, scavenger hunts, and other activities are designed to help students know the physical plant and the school system.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 3
Full time in newcomer program: 3

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Tutoring

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Native language literacy courses

PORT OF ENTRY
EAST ORANGE HIGH SCHOOL

School Address:
715 Park Ave.
East Orange, NJ 07017
Phone: 201-266-5737
Fax: 201-266-5964

Contact Person(s):
Ms. Susan Provence
Supervisor
Bilingual/ESL/Foreign Language
East Orange High School
715 Park Ave.
East Orange, NJ 07017
Phone: 201-266-5737

PROGRAM INFORMATION

Year program started: 1985 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are new immigrants to the U.S., have little or no English language proficiency, and have limited formal education

Program description: The Creole Port of Entry program is a 1-year, half-day program. First year secondary students who have had little or no education in Haiti receive two ESL classes. In addition, they receive two periods of "Port of Entry Foundations," in which an ESL-certified, Haitian Creole-speaking teacher provides basic skill instruction in the content areas of math, science, and social studies.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Half day (3 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 15

Entry criteria: Students take the Port of Entry skills-based test developed by the district. It tests reading and math skills at the sixth grade level. Students who score below sixth grade are eligible for the program.

Exit criteria: Students may stay in this program only 1 year.

Students can enter in mid-year or mid-session: Yes

Funding sources: District and state funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 15

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Haitian Creole

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - social studies
  - language arts
- ESL or English language development
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: Maculaitis; New Jersey High School Proficiency Test (HSPT); teacher-made tests

Other assessment measures: SRA (Special Review Assessment) to obtain a high school diploma

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 1

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Haitian Creole)

OTHER SERVICES

Services offered to newcomer students:

- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Community outreach

PORT OF ENTRY
ELIZABETH HIGH SCHOOL

School Address:
Edison House
625 Summer St.
Elizabeth, NJ 07207
Phone: 908-558-3300
Fax: 908-558-8035

Contact Person(s):
Mr. Eduardo Perez
Supervisor of Languages
(1996-97 school year)
Elizabeth Board of Education
27 Prince St.
Elizabeth, NJ 07208
Phone: 908-558-3036

Mrs. Isabel Baquero
Supervisor of Languages
(1997-98 school year)
Elizabeth Board of Education
27 Prince St.
Elizabeth, NJ 07208
Phone: 908-558-3036

PROGRAM INFORMATION

Year program started: 1992 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are significantly older than usual for their assigned academic level, and who are not able to function in the regular bilingual program due to low academic achievement in their native language

Program description: The Port of Entry program is a full-day program which provides some instruction in Spanish, and Haitian Creole. All basic skills subjects are included in the curriculum and form an integral part of daily instruction provided to the students according to their academic levels. Students also receive two periods of ESL daily.

Grade level served: 9

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 15

Entry criteria: Students' test scores demonstrate that they are LEP and that they have little or no literacy skills in their native language, having had limited opportunities to acquire basic skills in their country of origin.

Exit criteria: Students are exited from the Port of Entry program based on teacher recommendation and the results of standardized testing.

Students can enter in mid-year or mid-session: Yes

Funding sources: State and local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 15-18

Number of countries represented in newcomer program: 6-8

Number of non-English languages represented: 2

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, French/Haitian Creole, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
- ESL or English language development
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: Maculaitis; teacher-made tests

Other assessment measures: Student portfolios

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 3
Full time in newcomer program: 3

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Social
- Health (mental)

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Native language literacy courses
- Orientation to USA
- Adult basic education
- School liaison with parents
- Community outreach
  Partnerships with community
  PROCEED Agency

126

PASSES
MEMORIAL HIGH SCHOOL

School Address:
5501 Park Avenue
West New York, NJ 07093
Phone: 201-902-1200

Contact Person(s):
Dr. Armando Riverol
District Supervisor of Bilingual/ESL
Memorial High School
5501 Park Avenue
West New York, NJ 07093
Phone: 201-330-1000

PROGRAM INFORMATION

Year program started: 1989 **Type of community:** Urban/metropolitan

Newcomer definition: LEP students who are new immigrants or new to the district, lack literacy skills (reading, writing, and math) in their native language, and are below the grade level for their age

Program description: The PASSES program (Program for Academic, Social, Survival and English Skills) at Memorial High School is designed for academically delayed, limited English proficient students. Academically delayed students are those with little or no formal education, who are working below grade level for their age. In this program the students are 15 years old or older. Instruction for PASSES students is provided by teachers holding bilingual, ESL, and elementary education certificates. To ensure program efficacy, each section of PASSES classes contains no more than 15 students. Full-day instruction is given in social and survival skills as well as English language and academic content subjects. The students receive full high school credit for the courses they take in PASSES. Parents must sign an approval form agreeing to place their children in the PASSES program when it is recommended that they take these classes.

Grade levels served: 9-12 (ungraded program)

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 15

Entry criteria: New immigrant students who are over-age for their grade level due to low native language literacy are included in the program. These students also have limited English proficiency and low test scores on standardized tests. Teacher recommendation and parental preference are required for inclusion in the program.

Exit criteria: Students exit PASSES and enter regular BE/ESL classes after 1 year of participation in the program. To ensure that students are placed in the proper grade and ability level, review and assessment for each student is individualized.

Students can enter in mid-year or mid-session: Yes

Funding sources: State and local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 15-19

Number of countries represented in newcomer program: 10

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: Spanish, English

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
- ESL or English language development
- Sheltered content in English
  - language arts
  - survival English skills
- Cross-cultural/orientation to U.S.

- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAB (Language Assessment Battery), English version; Maculaitis; SOLOM (Student Oral Language Observation Matrix); CAT 5 (California Achievement Test); SABE (Spanish Assessment of Basic Education)

Other assessment measures: District-developed checklist for oral proficiency to measure progress; completion of the social/survival student survey - Post Program Participation Response Summary (given once yearly, in June)

Measures to facilitate students' transition into home school: Transition to the home schools is done informally by the program teachers.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Health (mental)
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- Adult basic education
- School liaison with parents
- Social worker
- Community outreach

EN CAMINO BILINGUAL/ESL PROGRAM
PERTH AMBOY HIGH SCHOOL

School Address:
178 Barracks St.
Perth Amboy, NJ 08861-3402
Phone: 908-826-3360
Fax: 908-826-2644
E-mail: airolgaicrag@msn.com

Contact Person(s):
Dr. Gloria García
Supervisor
En Camino Bilingual/ESL Program
Perth Amboy High School
178 Barracks St.
Perth Amboy, NJ 08861-3402
Phone: 908-826-3360 x 247
E-mail: airolgaicrag@msn.com

PROGRAM INFORMATION

Year program started: 1992 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have recently arrived in the U.S. and are over-age for their grade level

Program description: The En Camino program is one component of the Bilingual/ESL program in the Perth Amboy schools. The En Camino component provides full-day instruction for students who have recently arrived in the U.S. and are over-age for their grade in school. In the En Camino classes, the students' basic academic skills are addressed in Spanish to prepare them to continue their studies in an age-appropriate grade in the larger BE/ESL program. The Perth Amboy BE/ESL program recognizes that parents are their children's first and foremost teachers; therefore, parental involvement is desired and encouraged. Meetings are held with parents to provide them with information about the BE/ESL program and to solicit their input regarding the program. Also, the Bilingual Community Agent visits the homes and works on parenting skills with small groups of parents in both school and community settings.

Grade levels served: 9-11

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters and summer

Average class size: 23

Entry criteria: Students having the following characteristics enter the program: recently-arrived to the U.S., over-age, limited formal education, Maculaitis Test score of 25 or less, and/or SABE (Spanish Assessment of Basic Education) scores two or more grade levels below age-appropriate grade. Parental consent is required for students to be admitted to the program.

Exit criteria: This is a 1-year plus summer program. Students enter the larger BE/ESL Program the September following their arrival.

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal EIEP (Emergency Immigrant Education Program) funds; state funds; local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 47

Age range of newcomer students: 15-21

Number of countries represented in newcomer program: 6

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
  - basic skills in reading, writing, and math as needed
- ESL or English language development
- Cross-cultural/orientation to U.S.
- School/study skills

- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: Maculaitis; SABE (Spanish Assessment of Basic Education); teacher-made mid-term and final tests

Other assessment measures: Student attitudes are assessed in conferences with teachers, counselors, and the vice principal in charge of BE/ESL program students.

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 9
Full time in newcomer program: 1
Part time in newcomer program: 8

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 13

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Social
- Health (physical)
- Career counseling
- Tutoring
- Cultural programs co-sponsored by the Middlesex County Cultural and Heritage Commission and the Perth Amboy Adult School

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Adult basic education
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Perth Amboy Adult School
- Cultural programs

NEW ENTRANT A-B ESL/BILINGUAL PROGRAM
UNION HILL HIGH SCHOOL

School Address:
3808 Hudson Ave.
Union City, NJ 07087
Phone: 201-348-2730
Fax: 201-867-4205

Contact Person(s):
Ms. Sharyn Riccardi
ESL Chairperson
Union Hill High School
3808 Hudson Ave.
Union City, NJ 07087
Phone: 201-348-2730
E-mail:
SRICCARDI_at_UCBOE@edc.org

PROGRAM INFORMATION

Year program started: 1970 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are new in the U.S. and have no English language proficiency

Program description: The philosophy of the New Entrant A-B ESL/Bilingual Program supports and sustains the whole language belief that learning must be embedded in relevant context in order to be meaningful. Skills cannot be taught in isolation; rather, they are incorporated and interrelated within all areas of the curriculum: culture, listening, speaking, reading, and writing. An essential element of the program is to incorporate multicultural experiences into the curriculum. Newcomer students take the New Entrant course, where they are introduced to the English language and American culture. Basic listening, speaking, reading, and writing skills are acquired at a speech emergence level. Students learn to read and write what they have produced orally. Almost all of the students are Spanish-speaking and take content classes taught in Spanish the rest of the day. Students in these content classes are from all ESL levels. New Entrant students usually remain at that level for 1 year, but individual students who progress rapidly may be sent to the ESL Beginner level at the end of a marking period with a teacher recommendation.

Grade levels served: 9-12

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 15

Entry criteria: To be included in the program, students have designated LAU levels A, B, or C and are below district or state cutoffs on the Language Assessment Battery (LAB).

Exit criteria: Exit from the program is based on LAB scores, standardized test scores, New Jersey-HSPT (High School Proficiency Test) scores, and teacher recommendation.

Students can enter in mid-year or mid-session: Yes

Funding sources: State and local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 75

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 17

Number of non-English languages represented: 6

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
- ESL or English language development
- Cross-cultural/orientation to U.S.
- Computer class (during and after school)

Assessment tests: LAB (Language Assessment Battery), English and Spanish versions; teacher-made tests; New Jersey High School Proficiency Test (HSPT)

Other assessment measures: Teacher recommendation; SRA (Special Review Assessment) to obtain a high school diploma

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 17
Full time in newcomer program: 2
Part time in newcomer program: 15

Number of bilingual aides/paraprofessionals for newcomer students: 2 (Spanish)

Number of monolingual aides for newcomer students: 1 (English)

Number of newcomer staff proficient in one of the native languages: 19

Number of guidance counselors: 5
* The guidance counselors are not program designated but serve all students at the high school.

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Summer ESL classes
- HSPT preparation
- SAT preparation

* New Entrant students have access to all the services provided to students attending Union Hill.

Services offered to others (e.g., parents) not in the program:
None

BILINGUAL OVER-AGE LITERACY PROGRAM LEARNING CENTER

School Address:
20 Wall Street
Passaic, NJ 07055
Phone: 201-470-5498

Contact Person(s):
Mr. Nicholas Calamusa
District Supervisor of Bilingual Education
Passaic School District
101 Passaic Ave.
Passaic, NJ 07055-4828
Phone: 201-470-5522
Fax: 201-470-8984

PROGRAM INFORMATION

Year program started: 1992 **Type of community:** Urban/metropolitan

Newcomer definition: LEP students who are 13-17 years old, are new to the district, and have had little or no schooling in their countries of origin

Program description: The Literacy Program at the Learning Center is a self-contained, ungraded program for over-age students (13-17 years old), who have skills at or below the second grade level. It operates for the full day and after school. The classes are taught in the students' native language in order to build native language literacy. A thematic, whole language approach is used to teach math and literacy skills. Students may stay in the program from 2 to 3 years before they are mainstreamed into the high school.

Grade levels served: 6-12

Students are drawn from: More than one school

Program location: Separate school

Length of daily program: Full day, after school (3 hours weekly)

Length of program: More than 1 school year
Average length of stay for students in program: 4-6 semesters
Maximum length of stay for students in program: 6 semesters
* Students may remain in the program until they are ready to be mainstreamed into Passaic High School. The district is working on adding a summer program for the summer of 1998 and an alternative high school program as a follow up to this program.

Average class size: 15

Entry criteria: Students in this program are over-age for their grade level having had little or no schooling in their countries of origin. They have little or no English skills. Documentation, test scores, and assessment of reading ability are required for inclusion in the program.

Exit criteria: Exit from the program is dependent on teacher recommendation, scores on the SABE (Spanish Assessment of Basic Education), and the student's ability to function in the mainstream at middle school or high school if alternative schooling in the district is unavailable.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I federal funds; state bilingual funds; categorical funds; district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 50

Age range of newcomer students: 13-17

Number of countries represented in newcomer program: 4-5

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: Spanish, English

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
  - physical education
  - art
  - music
- ESL or English language development
- Cross-cultural/orientation to U.S.

- School/study skills
- Focus on competencies
  * A course in life skills is offered in this program.
- Computers
  * In the after-school program, each student is writing a "book" on the computer to develop computer skills.

Assessment tests: LAB (Language Assessment Battery), English version; SABE (Spanish Assessment of Basic Education); teacher-made unit tests

Other assessment measures: Portfolio

Measures to facilitate students' transition into home school: Innovative teaching methods are used to speed up the process of acquiring literacy skills. Tutorials and mentoring with teachers in the home school are provided during the first semester after students make the transition to high school. Passaic High School is quite far from the Learning Center so the program is not closely connected with the high school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 5
Full time in newcomer program: 3
Part time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 6

Number of guidance counselors: 1

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Health (physical)
- Health (mental)

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Social worker
- Community outreach
  Partnerships with community

* Many of the services in this category are provided through the district or at the community college.

NEWCOMERS' CENTER
SIERRA MIDDLE SCHOOL

School Address:
1700 East Spruce
Las Cruces, NM 88001
Phone: 505-527-6070
Fax: 505-527-5983

Contact Person(s):
Dr. Isara Sarangarm
Multicultural Education Center
Coordinator
The NewComers' Center High
505 S. Main, Suite 249
Las Cruces, NM 88001
Phone: 505-527-6070
Fax: 505-647-3315

Ms. Ellen Treadway
Program Teacher
NewComers' Center
Sierra Middle School
1700 East Spruce
Las Cruces, NM 88001
Phone: 505-527-9640

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 1 year, speak little or no English, and may or may not have low literacy skills in their native language

Program description: In concert with an already expansive bilingual education program, Las Cruces Public School District has developed the NewComers' Center in order to meet the needs of the LEP students in the district, who have been in the U.S. less than 1 year. Housed in two locations (one high school and one middle school) the center serves a total of three high schools and two middle schools in the area. The NewComers' Center in Sierra Middle School is a half-day, middle school program of intensive English instruction designed to foster rapid language learning, acculturation, and enhanced self-esteem.

Grade levels served: 6-8

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Half day (5 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 20

142

Entry criteria: Students who have been in the U.S. less than 1 year and are designated LAU level A are eligible. Parents fill out questionnaires, and students enter the program on a voluntary basis.

Exit criteria: Students leave the program after 1 school year.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds (operating)

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 22

Age range of newcomer students: 11-14

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: IPT-oral, reading, writing (IDEA Language Proficiency Tests), English and Spanish versions; teacher-made classroom tests

Other assessment measures: None
Measures to facilitate students' transition into home school: N/A
Students are already in their home schools for part of each day.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 4-5

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)
- Legal
- Career counseling

* These services are available to the students in their home schools

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Social worker
- Community outreach
  Information sharing with community organizations

* Many other services are available at the community college.

THE NEWCOMERS' CENTER HIGH

School Address:
505 S. Main, Suite 249
Las Cruces, NM 88001
Phone: 505-527-6070
Fax: 505-527-5983

Contact Person(s):
Dr. Isara Sarangarm
Multicultural Education Center Coordinator
The NewComers' Center High
505 S. Main, Suite 249
Las Cruces, NM 88001
Phone: 505-527-6070
Fax: 505-647-3315

Ms. Roseanne Weeks
Program Teacher
The NewComers' Center High
505 S. Main, Suite 249
Las Cruces, NM 88001
Phone: 505-527-6053

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 1 year, speak little or no English, and may or may not have low literacy skills in their native language

Program description: In concert with an already expansive bilingual education program, Las Cruces Public School District has developed the NewComers' Center in order to meet the needs of the LEP students in the district who have been in the U.S. less than 1 year. Housed in two locations (one high school and one middle school) the center serves a total of three high schools and two middle schools in the area. The NewComers' Center High is a half-day, secondary program of intensive English instruction designed to foster rapid language learning, acculturation, and enhanced self-esteem.

Grade levels served: 9-12

Students are drawn from: More than one school

Program location: Separate site from home school, separate school

Length of daily program: Half day (5 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 30

Entry criteria: Students who have been in the U.S. less than 1 year and are designated LAU level A are eligible. Parents fill out questionnaires, and students enter the program on a voluntary basis.

Exit criteria: Students leave the program after 1 school year.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 14-18

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: IPT-oral, reading, and writing (IDEA Language Proficiency Tests), English and Spanish versions; teacher-made classroom tests

Other assessment measures: None

Measures to facilitate students' transition into home school: N/A
Students are in their home school for part of each day.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 4-5
* The counselors are available to newcomer students in their home schools. Mayfield High School has one specific counselor assigned to LEP students.

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)
- Legal
- Career counseling

* These services are available to the students in their home schools.

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Social worker
- Community outreach
  Information sharing with community organizations

* Many other services are available at the community college.

ACADEMY FOR NEW AMERICANS
INTERMEDIATE SCHOOL 235

School Address:
28-04 41st Ave.
Long Island City, NY 11101
Phone: 718-433-2556
Fax: 718-433-2661

Contact Person(s):
Ms. Carmen Iris Rivera
Principal
Intermediate School 235
28-04 41st Ave.
Long Island City, NY 11101
Phone: 718-433-2660

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are newly arrived immigrants, in the U.S. less than 1 year

Program description: The Academy for New Americans is a very special and unique school in Community School District 30, serving students throughout the district. It offers newly-arrived immigrant, limited English proficient students and their families the opportunity to adjust successfully to their new setting. This 1-year, full-day program offers a specialized curriculum that facilitates the acquisition of English as a second language and promotes the use of native language skills where possible. It also provides an environment which promotes self esteem and addresses the needs of early adolescence. The newcomer students in this program receive an introduction to the New York City school system, and they become familiar with American culture. An after-school component and summer program are additional options for newcomer students.

Grade levels served: 6-8

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day, after school (1.5 hours)

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters and summer
Maximum length of stay for students in program: 2 semesters and summer

Average class size: 20-25

Entry criteria: Students must be new to the U.S. (less than 1 year) and be unfamiliar with the English language.

Exit criteria: Students leave after completing the 1-year term. LAB (Language Assessment Battery) scores and teacher recommendations are considered.

Students can enter in mid-year or mid-session: Yes

Funding sources: PCEN (Pupil Compensatory Educational Needs) state funds; NYC tax levy

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 220

Age range of newcomer students: 11-14 years

Number of countries represented in newcomer program: 24

Number of non-English languages represented: 19

Percentage of newcomer students receiving free or reduced lunch: 90%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.

Assessment tests: LAB (Language Assessment Battery), English version

Other assessment measures: Teacher-made tests; daily journal writing; teacher check-list evaluations

Measures to facilitate students' transition into home school: The program is new this year, so this issue has not yet been addressed.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 11
Full time in newcomer program: 11

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Chinese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 11

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Social
- Health (mental)
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- Community outreach
  Information sharing with community organizations

NEWCOMER ACADEMY
INWOOD INTERMEDIATE SCHOOL 52

School Address:
650 Academy St.
New York, NY 10034
Phone: 212-927-9652
Fax: 212-304-0601
E-mail: LL2X@AOL.COM
Website:
http://projects.ilt.columbia.edu/schools/is52

Contact Person(s):
Mr. José Rivera
Program Director
Newcomer Academy
Inwood Intermediate School 52
650 Academy Street
New York, NY 10034
Phone: 212-927-9652

Mr. Leonard Letronica
Principal
Academy on Academy Street
Inwood Intermediate School 52
650 Academy Street
New York, NY 10034
Phone: 212-927-9652
E-mail: LL2X@AOL.COM

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have recently arrived in the U.S. and are at least 2 years below grade level

Program description: The Newcomer Academy program is designed to welcome, assess, orient, and prepare students to enter the AOAS (Academy on Academy Street), the dual literacy program for Inwood Intermediate School 52 in NYC District 6. The Newcomer program targets students who are new arrivals to the U.S. and are achieving significantly below grade level in their native language. This full-day plus after-school program has several strands: 1) academic learning, 2) acculturation, 3) instrumental enrichment, and 4) school-based clinic services. The after-school program supplements regular classroom instruction in reading, math, and ESL. It also provides extracurricular activities such as computers, band, dance, foods, library, and sports. Field trips to sites such as the Statue of Liberty, the Museum of the American Indian, the Hall of Science, and Sony Wonder Technology Center help to familiarize the students with the geography of NYC. The Newcomer program also includes a parent training component that facilitates the transition of both students and their families into the new culture.

Grade levels served: 5-8

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day, after school (4 hours)

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters and summer

Average class size: 20

Entry criteria: All students who are newly arrived to the U.S. and achieving at least 2 years below grade level in their native language are accepted into the Newcomer program.

Exit criteria: The goal is for students to exit 1 year after entrance. However, student progress is assessed regularly and teachers hold conferences to decide whether a particular student should exit sooner or later than 1 year. When students complete the Newcomer Academy program, they are promoted into the regular dual literacy program, which is part of Intermediate School 52.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I and Title VII federal funds; NYC tax levy

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 90-110

Age range of newcomer students: 11-14

Number of countries represented in newcomer program: 2

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health

152

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.
- Field trips

Assessment tests: LAB (Language Assessment Battery), English and Spanish versions; Spanish reading inventory; Spanish mathematics inventory

Other assessment measures: An attitude survey is administered upon entrance and exit from the program. Results from this pre/post survey are compared to assess acculturation. Also, a Spanish assessment instrument developed by Project Recién Llegado evaluates phonemic and morphemic elements of the Spanish language, recognition of monosyllabic words, writing ability, basic reading ability, and handwriting. It is used as a diagnostic to tailor instruction.

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 5
Full time in newcomer program: 5

Number of bilingual aides/paraprofessionals for newcomer students: 5 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 10

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social
- Health (physical)
- Health (mental)

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA

NEWCOMER INTERNATIONAL ACADEMY
JACKIE ROBINSON INTERMEDIATE SCHOOL 320

School Address:
46 McKeever Place
Brooklyn, NY 11225
Phone: 718-693-6655
Fax: 718-284-6433

Contact Person(s):
Mr. Bernard Gordon
Vice Principal
Jackie Robinson I.S.320
46 McKeever Place
Brooklyn, NY 11225
Phone: 718-693-7083

Mr. Stanton Sheogohind
Program Teacher
Newcomer International Academy
Jackie Robinson I.S.320
46 McKeever Place
Brooklyn, NY 11225
Phone: 718-693-6655

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. 3 years or less

Program description: The Newcomer International Academy at Jackie Robinson Intermediate School 320 serves seven middle schools in the district. The goal of the program is to promote language acquisition, language proficiency, and content area knowledge through the development of the higher-level, critical thinking skills. The students form a heterogeneously grouped, multi-ethnic and multicultural population. The full-day program provides a learner-centered curriculum, emphasizing the students' languages, cultures, and experiences as the basis for connecting background knowledge with new information. Since it was started in February 1996, this program has had a positive impact in the following areas: 1) easing the transition for newcomer students into the mainstream, 2) validating the cultures and languages of these students, thereby promoting their self-esteem, and 3) increasing their literacy and socialization skills.

Grade levels served: 6-8

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 24

Entry criteria: Students enter the program based on scores below the 40th percentile on the LAB (Language Assessment Battery) in English and parental preference. The most recent arrivals are given preference when space is limited.

Exit criteria: Due to space constraints, students exit the program at the end of the school year in which they were admitted.

Students can enter in mid-year or mid-session: Yes

Funding sources: I.S. 320 budget allocation

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 150

Age range of newcomer students: 10-14

Number of countries represented in newcomer program: 20

Number of non-English languages represented: 11

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Haitian Creole, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
- ESL or English language development
  * Advanced English is taught for students who speak Caribbean dialects of standard English.

- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health

Assessment tests: LAB (Language Assessment Battery), English version; teacher-made tests; CTBS (Comprehensive Test of Basic Skills)

Other assessment measures: Teacher observations; student portfolios; PAL (Performance Assessment in Language) - used for reading

Measures to facilitate students' transition into home school: Students who are not in their home schools receive an orientation to the home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 6
Full time in newcomer program: 6

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 6

Number of guidance counselors: 2

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Gifted and talented
- Social
- Health (mental)
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- Orientation to USA
- Orientation to US schools
- Adult basic education
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Caribbean Women's Health
    - Health and immigration services

PROJECT ADVANCE
JOHN J. PERSHING INTERMEDIATE SCHOOL 220

School Address:
4812 Ninth Avenue
Brooklyn, NY 11220
Phone: 718-633-8200
Fax: 718-871-7466

Contact Person(s):
Ms. Dianne Mortensen
LEP Coordinator
John J. Pershing Intermediate School 220
4812 Ninth Ave.
Brooklyn, NY 11220
Phone: 718-633-8200 x 114

PROGRAM INFORMATION

Year program started: 1982 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are recent arrivals to the U.S. and speak little or no English

Program description: Project ADVANCE, the newcomer program at John J. Pershing Intermediate School 220, offers ungraded classes for newly-arrived immigrants to the U.S., who speak little or no English. The full-day program emphasizes orientation and transition to U.S. schools and the development of some academic language ability in English. English is the means of instruction; however, a paraprofessional who speaks Mandarin, Cantonese, and Vietnamese accompanies the students to their classes, providing support in those languages as needed. He also serves as a liaison with the parents. Close articulation between the ESL and language arts teachers is maintained. At present, an interdisciplinary curriculum is being developed for use in the content area classroom, focusing on the following themes: Settling In; Changes We've Made; Moving On; and Climbing the Ladder of Success. Each lesson is an instrument for teaching simple English in a meaningful context appropriate to student needs.

Grade levels served: 6-8

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 25

Entry criteria: Included in the program are recent arrivals who speak little or no English and choose not to be in the bilingual program, or for whom there is no bilingual program.

Exit criteria: Teacher recommendation is required for a student to move out of the newcomer class to a graded LEP class.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I federal funds (ESL teachers and paraprofessionals); NYC tax levy (content area teachers)

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 27

Age range of newcomer students: 11-14

Number of countries represented in newcomer program: 8

Number of non-English languages represented: 7

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - music
  - art
  - physical education

  * A paraprofessional provides native language support in Mandarin, Cantonese and Vietnamese.
- Cross-cultural/orientation to U.S.

OTHER SERVICES

Services offered to newcomer students:

- Social
- Health (physical)
- Health (mental)
- Legal
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Social worker
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
- Saturday morning arts activities
- Field trips

THE BROOKLYN INTERNATIONAL HIGH SCHOOL

School Address:
49 Flatbush Ave. Extension
Brooklyn, NY 11201
Phone: 718-643-9315
Fax: 718-643-9516
E-mail:
Sara_Newman@fc.bihs.k12.ny.us
Website:
http://www.bihs.k12.ny.us/

Contact Person(s):
Dr. Nancy Dunetz
Title VII Director
The Brooklyn International High School
49 Flatbush Avenue Extension
Brooklyn, NY 11201
Phone: 718-643-9315

Dr. Sara Newman
Principal
The Brooklyn International High School
49 Flatbush Avenue Extension
Brooklyn, NY 11201
Phone: 718-643-9315
E-mail:
Sara_Newman@fc.bihs.k12.ny.us

PROGRAM INFORMATION

Year program started: 1994 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 4 years at the time of admission, and have scores at or below the 21st percentile on the English version of the LAB (Language Assessment Battery)

Program description: The mission of The Brooklyn International High School is to assist new learners of English in developing their linguistic, intellectual, cultural, and collaborative abilities so that they may become active participants in today's interdependent world. Our students need to understand, speak, read, and write English so that they may share a common language and realize their potential as contributing members of this English-speaking society. The full-day, 4-year curriculum follows an interdisciplinary, thematic focus. All students participate in career internships for two semesters before graduation. This school is part of the International Schools Partnership.*

Grade levels served: 9-11 (12th grade will be added in the 1997-98 school year)

Students are drawn from: More than one school

Program location: Whole school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 8 semesters
Maximum length of stay for students in program: 8 semesters
* This is a full 4-year high school program.

* The Brooklyn I.H.S., The I.H.S. at LaGuardia Community College, and The Manhattan I.H.S. comprise the partnership.

Average class size: 24

Entry criteria: Students who have been in the U.S. less than 4 years at the time of admission and have scores at or below the 21st percentile on the English version of the LAB (Language Assessment Battery) are included in the program.

Exit criteria: Students graduate with a high school diploma.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds; NYC tax levy; NY Foundation for the Arts; Annenberg Foundation; Center for Collaborative Education

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 225 (to a maximum of 300 in 1997-98)

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 43

Number of non-English languages represented: 41

Percentage of newcomer students receiving free or reduced lunch: 99%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - dance
  - music
  - art
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education

- Internships (These take place off-site in various work places. Some internships utilize the students' native language skills.)

Assessment tests: LAB (Language Assessment Battery), English version

Other assessment measures: Students are assessed in all areas for achievement, promotion, and graduation, using portfolios. A major goal of the instructional program is to integrate and unify the learning experience. In order to integrate assessment with the interdisciplinary instructional program better, The International Schools Partnership has established common graduation procedures. When students have successfully completed a minimum of 4 years of interdisciplinary study, they present themselves for graduation before a certification panel comprised of students and faculty from several interdisciplinary teams and representatives from the larger community. Each student is sponsored by a faculty advisor who assists the student in assembling a portfolio of work drawn from his/her course work, in preparing the presentation, and in arranging scheduling. Students may include college course work and independent study as part of their petition for graduation. The panel certifies that the student's progress merits the granting of a high school diploma. Using common assessment procedures, reliability, consistency, and review are ensured across the international schools.

Measures to facilitate students' transition into home school: N/A

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 13
Full time in newcomer program: 12
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 3 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 7

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Social
- Health (physical)
- Health (mental)
- Career counseling
- Tutoring
- Title VII
- College courses: Polytechnic University, Borough of Manhattan Community College, LaGuardia Community College
- Arts program: The arts across the curriculum - drama, dance, video

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Social worker
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Gowanus Arts Exchange
    - New York Foundation for the Arts
    - Polytechnic University
    - Borough of Manhattan Community College
    - Haitian Women's Program
    - Arab American Family Support Center
    - LaGuardia Community College

THE INTERNATIONAL HIGH SCHOOL AT LAGUARDIA COMMUNITY COLLEGE

School Address:
31-10 Thomson Ave.
Long Island City, NY 11101
Phone: 718-482-5465/5455
Fax: 718-392-6904

Contact Person(s):
Dr. Claire Sylvan
Project Director
The International High School at
LaGuardia Community College
31-10 Thomson Ave.
Long Island City, NY 11101
Phone: 718-482-5465

PROGRAM INFORMATION

Year program started: 1984 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 4 years at the time of admission and have scores at or below the 21st percentile on the English version of the LAB (Language Assessment Battery)

Program description: A partnership has been formed among the three International High Schools,* each of which provides a multicultural, alternative educational environment for recent arrivals, serving students with varying degrees of limited English proficiency. Each school offers a full-day, 4-year curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. Faculty integrate ESL into their content area courses while providing students with opportunities to further develop their native language skills.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Whole school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 8 semesters
Maximum length of stay for students in program: 10 semesters
* This is a full 4-year high school program.

Average class size: 24

* The Brooklyn I.H.S., The I.H.S. at LaGuardia Community College, The Manhattan I.H.S. comprise the partnership.

Entry criteria: Students who have been in the U.S. less than 4 years at the time of admission and have scores at or below the 21st percentile on the English version of the LAB (Language Assessment Battery) are included in the program.

Exit criteria: Students graduate with a high school diploma. They may stay in the program until age 21.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I and Title VII federal funds; PCEN (Pupil Compensatory Educational Needs) state funds; NYC tax levy

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 450

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 60

Number of non-English languages represented: 52

Percentage of newcomer students receiving free or reduced lunch: 75%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English and native languages

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
  - personal and career development
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - personal and career development
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)
- College guidance
- Internships (These take place off-site in various work places. Some internships utilize the students' native language skills.)

Assessment tests: LAB (Language Assessment Battery), English and Spanish versions

Other assessment measures: Portfolios and other performance-based assessments are used in this program. Common graduation procedures for The International Schools Partnership have been established. These procedures including the presentation of a portfolio to a special panel in the following manner. When students have successfully completed a minimum of 4 years of interdisciplinary study, they present themselves for graduation before a certification panel comprised of students and faculty from several interdisciplinary teams and representatives from the larger community. Each student is sponsored by a faculty advisor who assists the student in assembling a portfolio of work drawn from his/her course work, in preparing the presentation, and in arranging scheduling. Students may include college course work and independent study as part of their petition for graduation. The panel certifies that the student's progress merits the granting of a high school diploma. Using common assessment procedures, reliability, consistency, and review are ensured across the international schools.

Measures to facilitate students' transition into home school: N/A
Students stay in this school. New students are given an orientation each year before the opening of the official school year.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 31
Full time in newcomer program: 31

Number of bilingual aides/paraprofessionals for newcomer students: 9
(Spanish, French Creole, French, Farsi, Russian, Polish, Chinese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 16

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Chinese, Korean)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Social
- Health (physical)
- Health (mental)
- Legal
- Career counseling
- Tutoring
- College guidance

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- School liaison with parents
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community

LIBERTY HIGH SCHOOL

School Address:
250 W. 18th St.
New York, NY 10011
Phone: 212-691-0934
Fax: 212-727-1369
Website:
http://www.gsh.org/schools/USA/NY/LHS4251

Contact Person(s):
Mr. Bruce Schnur
Principal
Liberty High School
250 W. 18th St.
New York, NY 10011
Phone: 212-691-0668
E-mail: IMBRUCEM@AOL

PROGRAM INFORMATION

Year program started: 1986 **Type of community:** Urban/metropolitan

Newcomer definition: High school-age students with 8 years or less of formal education, who are newly arrived from non-English speaking countries

Program description: Liberty High School is a successful 1-year, alternative high school. It is a full-day, transitional bilingual/ESL program for newly-arrived immigrant students in New York City. All of the students in this school have limited English proficiency, and a number of them have been found limited in their native language skills as well. Their academic standing varies greatly because of their different national and educational backgrounds. To meet the varying needs of the students, the program provides sheltered content instruction in English as well as some content classes in the native languages. Orientation to the U.S. and to the U.S. school system is also provided. Through this instruction, students may develop their social, language, and academic skills in order to integrate themselves with American students and meet the academic challenges of regular high schools after their year at Liberty. Newcomer family education and parental involvement are also important components of the program. At Liberty High School these new immigrant students and their families are offered the support that they require for a successful transition into American society.

Grade levels served: 9

Students are drawn from: In-take/assessment center

Program location: Separate school

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 3 semesters

Average class size: 20-25

Entry criteria: High school students who are new immigrants to the U.S., having 8 years or less of formal education and a score of less than 40% on the LAB (Language Assessment Battery) test are admitted to this program.

Exit criteria: All students exit after 1 year except those who need more time due to low literacy skills. They may remain in the program for one additional semester.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I and Title VII federal funds; PCEN (Pupil Compensatory Educational Needs) state funds; NYC tax levy

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 470

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 36

Number of non-English languages represented: 21

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Chinese, Polish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
  - health
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAB (Language Assessment Battery), English version; teacher-made tests; New York RCT (Regents Competency Tests); Chinese reading test; Spanish reading test

Other assessment measures: Teacher/staff evaluations

Measures to facilitate students' transition into home school: The guidance counselors at Liberty High School meet each student for individualized education and career planning. After 1 year, students transfer to schools which can meet their specific needs. Students in NYC have the option to choose their high school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 39
Full time in newcomer program: 39

Number of bilingual aides/paraprofessionals for newcomer students: 20 (Spanish, Portuguese, Arabic, Haitian Creole, Chinese)

Number of monolingual aides for newcomer students: 2 (English)

Number of newcomer staff proficient in one of the native languages: 34

Number of guidance counselors: 3

Bilingual guidance counselors: Yes (Spanish, Chinese)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Social
- Health (mental)
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents
- Social worker

THE MANHATTAN INTERNATIONAL HIGH SCHOOL

School Address:
317 E. 67th St.
New York, NY 10021
Phone: 212-517-6728
Fax: 212-517-7147

Contact Person(s):
Ms. Rona Armillas
Administrative Assistant
The Manhattan International High School
317 E. 67th St.
New York, NY 10021
Phone: 212-517-6728

PROGRAM INFORMATION

Year program started: 1993 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in an English language school system for 4 years or fewer and score below the 20th percentile on the LAB (Language Assessment Battery)

Program description: The Manhattan International High School is an alternative high school that was founded in 1993. This 4-year high school serves only students who are learning English as a second language. The mission of this school is to enable each student to develop the linguistic, cognitive, and cultural skills necessary for success not only in high school, but also in college and beyond. Students who enter the school may complete their entire high school career at this facility. The full-day curriculum is based on the guidelines set out by the State of New York, but the approach is ESL/content-based. Students are also encouraged to maintain their native languages, and they have ample opportunity to do this through native language courses. Some students choose to participate in native language internships where they are able to improve their native language as well as English. In recent years, the school has developed relationships with many sites for this purpose. Students may work in a variety of settings and may work in an area that they would like to pursue later as a career. This school is part of the International Schools Partnership.*

Grade levels served: 9-12

Students are drawn from: More than one school

Program location: Whole school

Length of daily program: Full day

* The Brooklyn I.H.S., The I.H.S. at LaGuardia Community College, The Manhattan I.H.S. comprise the partnership.

Length of program: More than 1 school year
Average length of stay for students in program: Information not provided
Maximum length of stay for students in program: 8 semesters
* This is a full 4-year high school program.

Average class size: 25

Entry criteria: Only students of limited English proficiency who have been in the U.S. 4 years or fewer at the time of application and who have scored in the 20th percentile or lower on the LAB test are included in this program. Students in Grades 9-11 may enter the school as new students.

Exit criteria: Students graduate with a high school diploma.

Students can enter in mid-year or mid-session: Yes

Funding sources: NYC tax levy

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 300

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 50

Number of non-English languages represented: 32

Percentage of newcomer students receiving free or reduced lunch: 87.5%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English and native languages
* The curriculum is structured so that all students use their native language for specific projects. Native language materials are made available as much as possible in as many languages as possible.

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
  - career education
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - career education
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Internships (These take place off-site in various work places. Some internships utilize the students' native language skills.)

Assessment tests: LAB (Language Assessment Battery), English version

Other assessment measures: Students are assessed in all areas for achievement, promotion, and graduation, using portfolios. A major goal of the instructional program is to integrate and unify the learning experience. In order to integrate assessment with the interdisciplinary instructional program better, The International Schools Partnership has established common graduation procedures. When students have successfully completed a minimum of 4 years of interdisciplinary study, they present themselves for graduation before a certification panel comprised of students and faculty from several interdisciplinary teams and representatives from the larger community. Each student is sponsored by a faculty advisor who assists the student in assembling a portfolio of work drawn from his/her course work, in preparing the presentation, and in arranging scheduling. Students may include college course work and independent study as part of their petition for graduation. The panel certifies that the student's progress merits the granting of a high school diploma. Using common assessment procedures, reliability, consistency, and review are ensured across the international schools.

Measures to facilitate students' transition into home school: N/A

Students stay in this school. New students are given an orientation each year before the opening of the official school year.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 18
Full time in newcomer program: 18

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Polish)

Number of monolingual aides for newcomer students: 1 (Polish)

Number of newcomer staff proficient in one of the native languages: 12

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish, French)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Health (physical)
- Health (mental)

Services offered to others (e.g., parents) not in the program:

- Parent outreach

DUAL LITERACY PROGRAM
NASSAU TECH

School Address:
1196 Prospect Ave.
Westbury, NY 11590
Phone: 516-997-5410
Fax: 516-333-9384

Contact Person(s):
Ms. Yvette Villegas
Principal
Nassau Tech
1196 Prospect Ave.
Westbury, NY 11590
Phone: 516-997-5410 x 121

PROGRAM INFORMATION

Year program started: 1994 **Type of community:** Suburban

Newcomer definition: LEP students with limited educational backgrounds, who are recent arrivals to the U.S.

Program description: The Dual Literacy Program at Nassau Tech is for LEP students who are new arrivals to the U.S. and have limited educational backgrounds. Consequently, they have low literacy skills in English and in their native language, and few, if any, high school credits. Students may enter this half-day program from any of the 56 component districts in Nassau County while attending their home schools the other half of the day. The goal of the program is for the students to develop native language literacy, basic study and math skills, and vocational English language skills. They also gain an understanding of American schools, culture, and the workplace. The curriculum is interdisciplinary with a special focus on pre-employability skills and career awareness. Students may acquire basic word processing skills and are exposed to various career clusters through a hands-on, multi-occupational experience.

Grade levels served: 9-12

Students are drawn from: More than one school

Program location: Separate site from home school, separate school

Length of daily program: Half day (2.5 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 3 semesters

Average class size: 15

Entry criteria: Recently-arrivals to the U.S. who have limited English proficiency and low literacy skills in their native language may enter this program. Standardized test scores are used to determine placement.

Exit criteria: Students are evaluated individually by their instructors.

Students can enter in mid-year or mid-session: Yes

Funding sources: Original 3-year funding from the VATEA (Vocational and Technical Education Act), a local consortia for the Spanish literacy program; tuition required for Haitian literacy program
* This program will be a tuition-based service for the 1997-98 school year.

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 25

Age range of newcomer students: 14-18

Number of countries represented in newcomer program: 7-10

Number of non-English languages represented: 2

Percentage of newcomer students receiving free or reduced lunch: Information not provided

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Haitian Creole

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - language arts
  - introduction to computers
- ESL or English language development
- Sheltered content in English
  - math
  - introduction to computers
- Cross-cultural/orientation to U.S.
- School/study skills

- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: Woodcock Muñoz Language Survey, English version; teacher-made tests

Other assessment measures: Informal interviews

Measures to facilitate students' transition into home school: N/A
Students attend their home schools for half of the day.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Part time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:
None

Services offered to others (e.g., parents) not in the program:

- Community outreach
  Information sharing with community organizations

* Our access center provides many services but not as part of this program.

THE NEWCOMER SCHOOL: ACADEMY FOR NEW AMERICANS
THE NEWCOMERS HIGH SCHOOL

School Address:
28-01 41st Ave.
Long Island City, NY 11101
Phone: 718-937-6005
Fax: 718-937-6316
E-mail:
NewcomHS@Mail.con2.com

Contact Person(s):
Ms. Lourdes Burrows
Principal
The Newcomers High School
28-01 41st Ave.
Long Island City, NY 11101
Phone: 718-937-6275

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Urban/metropolitan

Newcomer definition: Students in Grades 9-12, who are new to the U.S. and have limited English proficiency

Program description: The Newcomer School: Academy for New Americans provides quality education and a supportive environment for students and parents who are new to this country. The instructional emphasis of this full-day newcomer program is the development of English language proficiency and native language skills. The goal is that students will be able to obtain academic, cultural, and athletic excellence as a result of their studies. The Newcomer School is open to students in Grades 9-12, however, students in the 9th and 10th grades leave after 1 year whereas 11th and 12th graders may remain and graduate. A unique feature of this school is that students have the opportunity to transfer to a variety of educational options in New York City which have specialized high school programs. The school staff works with students individually, identifying their abilities, strengths, needs, and interests. The students are then directed to programs that can meet their needs and interests.

Grade levels served: 9-12

Students are drawn from: One school

Program location: Whole school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 30

Entry criteria: Students who enter the program have LEP status and have been in a U.S. school less than 1 year.

Exit criteria: Students in the 9th and 10th grades leave after 1 year; 11th and 12th graders may remain and graduate.

Students can enter in mid-year or mid-session: Yes

Funding sources: PCEN (Pupil Compensatory Educational Needs) state funds; NYC tax levy

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 743

Age range of newcomer students: 14-19

Number of countries represented in newcomer program: 40

Number of non-English languages represented: 29

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Mandarin

Courses provided by the newcomer program:

- Content instruction in native language
  - math
  - science
  - social studies
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - health
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAB (Language Assessment Battery), English and Spanish versions; teacher-made tests; New York RCT (Regents Competency Tests), Spanish and Chinese; Advanced Placement Exams; departmental finals; New York NLW (Native Language Writing) tests; Chinese reading test; Spanish reading test

Other assessment measures: Student portfolios; oral reports; demonstrations; teaching fellow students skills

Measures to facilitate students' transition into home school: Students who enter the program in the 11th and 12th grades may remain in the Newcomer School. They may choose a program designed with linkage to a university, vocational, and/or work-study program. Students who enter in the 9th and 10th grades transfer to other NYC high schools with appropriate programs. They attend a high school fair which provides them with information about the numerous options that are available to them in NYC. The school-to-work transition program within the school and higher education counseling educate newcomer students and their families about opportunities in the United States.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 48
Full time in newcomer program: 47
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 2 (Spanish)

Number of monolingual aides for newcomer students: 2 (English)

Number of newcomer staff proficient in one of the native languages: 44

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- FEGS (Federation of Employment Guidance Services)

Services offered to others (e.g., parents) not in the program:

- ESL courses

- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- FEGS (Federation of Employment Guidance Services)

WEST CHARLOTTE HIGH SCHOOL

School Address:
2219 Senior Dr.
Charlotte, NC 28216
Phone: 704-343-6060
Fax: 704-343-6049

Contact Person(s):
Ms. Joan Lafleur
ESL Counselor
West Charlotte High School
2219 Senior Dr.
Charlotte, NC 28216
Phone: 704-343-6060 x 238

PROGRAM INFORMATION

Year program started: 1989 **Type of community:** Urban/metropolitan

Newcomer definition: Students in Grades 9-12 who have little or no English language proficiency

Program description: West Charlotte High School offers a full-day program for limited English proficient students who are newcomers to the U.S. The program provides sheltered instruction in the content areas of English, math (pre-algebra), science (physical science, biology), and social studies (civics, applied economics, U.S. history, and world history). The goal is for the students to be mainstreamed in most courses before graduation. Two other high schools in the area also have Newcomer/ESL classes. Newcomer students from 12 high schools in the district attend one of these three schools.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: More than 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 15

Entry criteria: Students are given a test at the district's International Center to determine their CALP (cognitive academic language proficiency) level. They enter the program with a CALP level of 0 to 3.

Exit criteria: Exit from the program is determined by teacher recommendation and test scores on the Woodcock-Muñoz Language Survey (4 or 5).

Students can enter in mid-year or mid-session: Yes

Funding sources: Charlotte-Mecklenburg district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 30

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 15

Number of non-English languages represented: 10

Percentage of newcomer students receiving free or reduced lunch: 95%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: Woodcock-Muñoz Language Survey, English version; teacher-made tests

Other assessment measures: None

Measures to facilitate students' transition into home school: ESL students are assigned to a school in their attendance area which has an ESL program. That school may not be the home school they would attend if they were not in ESL. Students meet with the ESL counselor at West Charlotte. They return to their home schools when they no longer need ESL.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 7
Part time in newcomer program: 7

Number of bilingual aides/paraprofessionals for newcomer students: 2
(Vietnamese, Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (French, Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Health (physical)
- Health (mental)
- Career counseling
- Tutoring

Services offered to others (e.g., parents) not in the program:
None

NEWCOMER CENTER
GRANT HIGH SCHOOL

School Address:
2245 N.E. 36th
Portland, OR 97212
Phone: 503-916-5160
Fax: 503-916-2695

Contact Person(s):
Ms. Lucretta Tursi
Program Coordinator/Teacher
Newcomer Center
Grant High School
2245 N.E. 36th
Portland, OR 97212
Phone: 503-916-5160 x 403/420

PROGRAM INFORMATION

Year program started: 1991 **Type of community:** Urban/metropolitan

Newcomer definition: Students with minimal or no English proficiency who have never attended a public school in the U.S. and enter Portland Public Schools after October 15th during a school year

Program description: The Grant High School Newcomer Center is for newly-arrived high school students who have little or no English language proficiency. The overall purpose of this full-day program is to give the students enough language, familiarity with American culture, and life skills to be successful in the American high school system and in their daily lives.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 6-10 weeks, semester, 1 school year
Average length of stay for students in program: 1 semester
Maximum length of stay for students in program: 2 semesters
* The length of time that a student remains in the program depends upon his/her progress. Usually, this is closely associated with previous educational background in the native language and regular attendance in the Newcomer program.

Average class size: 10-25

Entry criteria: Students who are included in the program have minimal English language proficiency, enter the system in the middle of a grading period with no transfer grades, and/or have had no previous attendance at public schools in the U.S.

Exit criteria: Students exit the program upon completion of the basic checklist of math and ESL survival content and/or the home school's ability to serve the student with classes that will match his/her English skills.

Students can enter in mid-year or mid-session: Yes

Funding sources: Some federal EIEP (Emergency Immigrant Education Program) funds; primarily Portland Public Schools ESL/BE Program funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 100

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 10

Number of non-English languages represented: 10-15

Percentage of newcomer students receiving free or reduced lunch: 90-99%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English (Spanish, Vietnamese, and other bilingual assistance is given when available and/or upon request, depending on student numbers and funding.)

Courses provided by the newcomer program:

- Content instruction in native language
  * Teachers and bilingual assistants provide translation when needed. There are no content courses taught exclusively in the native language. There have been some native language literacy classes for preliterate students when funding has been available.
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health

  * All the classes are primarily devoted to vocabulary development and/or basic literacy development.
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: SLEP (Secondary Level English Proficiency); SOLOM (Student Oral Language Observation Matrix)

Other assessment measures: Students are continually assessed by newcomer staff through checklists, portfolios, observations, tests, and quizzes, and, if reasonable, through district testing.

Measures to facilitate students' transition into home school: Students may visit the home school or have an interview with the ESL coordinator from the home school. If students opt to stay at Grant, they will have met and perhaps taken one or two classes from regular ESL teachers there.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 5
Full time in newcomer program: 1
Part time in newcomer program: 4

Number of bilingual aides/paraprofessionals for newcomer students: 2 (Spanish, Vietnamese)
* We may request assistance from Central ESL offices when translation into other languages is needed.

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 4

Bilingual guidance counselors: No
* The ESL coordinator/advisor, who is fluent in Spanish and Italian, assists in counseling and works with the four regular Grant High School guidance counselors to provide this service to the students in the program. Additionally, bilingual assistance for counseling is available in Vietnamese, Russian, and Chinese.

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Gifted and talented
- Social
- Health (mental)
- Career counseling
- Tutoring
- Field trips

* Mental health and legal services are referred out.

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Community outreach
  Information sharing with community organizations
- Social worker (Those in need of this service are referred to special services in the community.)

LITERACY CENTER
WOODBURN PUBLIC SCHOOLS

School Address:
965 N. Boones Ferry Rd.
Woodburn, OR 97071
Phone: 503-981-2712
Fax: 503-981-8018

Contact Person(s):
Mr. José Romero
Director, Special Projects
Woodburn Public Schools
965 N. Boones Ferry Rd.
Woodburn, OR 97071
Phone: 503-981-9555

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Rural

Newcomer definition: Students who are new in the district, but cannot be placed in existing models of the English Transition Program because of language and/or academic needs

Program description: The Literacy Center is part of the English language program in the Woodburn Public Schools. This school district is comprised of nearly 3400 students: approximately 58% are culturally Hispanic, 17% are culturally Russian, and 24% are "majority culture." Approximately 54% of the student body consist of English language learners. Many new arrivals to the district are non-English speaking. The goal of the school is to address the unique needs of this student population with the English Transition Program. The Literacy Center is housed centrally at two sites, one middle and one high school, for students who cannot be placed adequately into any English Transition Program model because of special language and/or academic needs. Instruction is provided for the full day in English or in the native language according to the individual needs of students in the Literacy Center.

Grade levels served: 6-12

Students are drawn from: More than one school

Program location: Program within a school, same site as home school
* One middle school and one high school each house a Literacy Center.

Length of daily program: Full day

Length of program: 1 school year
Average length of stay for students in program: 1 1/2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 19-21

Entry criteria: Students enter the program according to LAS-oral (Language Assessment Scales) test scores in English and Spanish and their academic skills level. An interview is conducted with the parents and their permission is required for entrance into the program.

Exit criteria: Teacher observation, improved achievement levels, test scores, and an assessment by the ESL team are taken into consideration when students exit the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title 1A (25%) and Title 1C (25%) federal funds; district funds (50%)

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 48

Age range of newcomer students: 12-18

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 5

Percentage of newcomer students receiving free or reduced lunch: 92%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Russian

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - health
  - basic skills
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAS-oral, reading, and writing (Language Assessment Scales), English and Spanish versions; Woodcock-Muñoz Language Survey, English and Spanish versions; state writing assessment; CTBS (Comprehensive Test of Basic Skills); SLEP (Secondary Level English Proficiency)

Other assessment measures: None

Measures to facilitate students' transition into home school: N/A
Students are in their home schools.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 2
Full time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 2
(Spanish, Russian)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 0

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Social
- Tutoring

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Community outreach
  Information sharing with community organizations

HILT-PREP CENTER
BOWIE HIGH SCHOOL

School Address:
801 S. San Marcial
El Paso, TX 79905
Phone: 915-544-8130
Fax: 915-532-1918
Website:
www.whc.net/bowiehs

Contact Person(s):
Ms. Susan Hodson
HILT-PREP Teacher/Coordinator
Bowie High School
801 S. San Marcial
El Paso, TX 79905
Phone: 915-544-8130
E-mail: shodson@juno.com

PROGRAM INFORMATION

Year program started: 1994 **Type of community:** Urban/metropolitan

Newcomer definition: Students of high school age (14-21) who have been in the U.S. 6 months or less and have had limited or interrupted formal schooling

Program description: HILT-PREP is a self-contained, interdisciplinary, dual language literacy program within the HILT (High Intensity Language Training) program. HILT-PREP is a two-semester, full-day program designed for low-schooled, immigrant students of high school age. A summer school component is also available for some students. The curriculum is based on a highly contextualized, multi-sensory approach to language learning. The goal of the program is to maximize the students' literacy in Spanish; to provide access to core concepts in math, science, social studies, and literature; and to develop oral and written literacy skills in English. The program also provides many community-based experiences linking school to the world of work. Mentors provide support within the classroom and facilitate visits to community businesses and cultural sites. After completing HILT-PREP, students are offered a choice of educational plans. They may follow the regular ESOL course of study in HILT or pursue a career at the Center for Careers and Technology. Parents are included in class projects and community experiences and are invited to meetings which explain the HILT-PREP and HILT programs.

Grade level served: 9 (non-credit)

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school
* HILT is the ESOL program that exists in seven high schools in the El Paso Intermediate School District. HILT-PREP, the newcomers' program, is based at Bowie High School, but allows students to enter from the other high schools.

Length of daily program: Full day

Length of program: Summer, 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters and summer
* The summer HILT-PREP program began in 1997.

Average class size: 12 .

Entry criteria: Students in the program are 14-21 years of age, have a gap of 3 or more years of schooling or many interruptions in schooling, and have been in the U.S. for 6 months or less. They are assessed for academic skills prior to entering.

Exit criteria: Students exit when they have acquired basic academic skills in Spanish, an orientation to school life, and knowledge of some social and academic (content-related) English. Students exit after 1 year or according to teacher judgment.

Students can enter in mid-year or mid-session: Yes

Funding sources: State bilingual funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 15

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 4

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: Spanish, English

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - science
  - social studies
  - language arts
  - health
  - preparation for the work world
- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - preparation for the work world
- Cross-cultural/orientation to U.S.
- School/study skills
- Focus on competencies (e.g., life skills, vocational)
  * The students receive an introduction in this area.

* All of the subjects are integrated into the curriculum and are taught bilingually.

Assessment tests: Woodcock-Muñoz Language Survey, English and Spanish versions; EAME (Entry Assessment Mathematics Evaluation) developed by Fairfax County, VA

Other assessment measures: A "funds of knowledge" questionnaire is administered to students and their parents both orally and in writing to determine the background, interests, and literacy levels of the students.

Measures to facilitate students' transition into home school: Most of the students remain at Bowie. To date, none of the students from other high schools have transitioned back to the home schools.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Health (mental)
- Career counseling
- Project Bridge
  * This is a group of community mentors, the majority of whom are from the Texas Workforce Commission.

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Community outreach
  Information sharing with community organizations

NEWCOMERS PROGRAM
JOHN H. REAGAN HIGH SCHOOL

School Address:
7104 Berkman Drive
Austin, TX 78752-3499
Phone: 512-419-9253
Fax: 512-452-7089

Contact Person(s):
Mr. Manuel Raymond
Program Teacher
John H. Reagan High School
7104 Berkman Drive
Austin, TX 78752-3499
Phone: 512-419-9253

PROGRAM INFORMATION

Year program started: 1990 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. for 1 year or less

Program description: In 1990-91, the AISD (Austin Independent School District) received a 3-year Title VII grant to serve a population of limited English proficient high school students called newcomers. In addition to being LEP, these students are recent arrivals to the U.S. (in the country 1 year or less). They often have limited or interrupted schooling in their home countries and a wide range of literacy skills. To serve the special needs of such students, AISD developed the Title VII Newcomers Program. All language backgrounds are eligible for the program, with Spanish being the native language of most of the students (81%). The goal of the half-day program is to provide a sheltered environment for its participants so they may improve their language proficiency and achievement skills. The intent is for them to be mainstreamed into the regular high school curriculum after 1 year, with support in ESL or sheltered English instruction. Students in the program may also enroll in a variety of content area classes, and they receive an orientation to U.S. culture.

Grade levels served: 9-11

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Half day (3 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 3 semesters

Average class size: 35

Entry criteria: Students who have resided in the U.S. for 1 year or less and have little or no English language proficiency enter the program.

Exit criteria: This is a 1-year program, and students generally exit after 1 school year, based on teacher evaluation. However, because of the mobility of immigrant students, a student who enters the program late in the school year, or is unable to make the transition within a year, may continue in the program the following year. The LPAC (Language Proficiency Assessment Committee) can recommend that a student continue in the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: Local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 50

Age range of newcomer students: 13-20

Number of countries represented in newcomer program: 10

Number of non-English languages represented: 2

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Vietnamese

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  language arts
- ESL or English language development
- Sheltered content in English
  math

Assessment tests: LAB (Language Assessment Battery), English and Spanish versions; TAAS (Texas Assessment of Academic Skills)

Other assessment measures: Teacher evaluation; LPAC (Language Proficiency Assessment Committee) evaluation

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 3
Full time in newcomer program: 3

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish, Vietnamese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Health (physical)
- Health (mental)

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- Part-time psychologist/consultant for parents and students

NEWCOMERS PROGRAM
LANIER HIGH SCHOOL

School Address:
1201 Peyton Gin Rd.
Austin, TX 78758
Phone: 512-414-7495
Fax: 512-832-1203

Contact Person(s):
Ms. Cheryl Nuwash
Program Teacher
Newcomers Program
Lanier High School
1201 Peyton Gin Rd.
Austin, TX 78758
Phone: 512-414-7495
E-mail: cnnuwash@mail.utexas.edu

PROGRAM INFORMATION

Year program started: 1990 **Type of community:** Urban/metropolitan

Newcomer definition: LEP students who have been in the U.S. less than 1 year

Program description: The Lanier High School Newcomers Program is designed to improve the English language proficiency and the achievement skills of limited English proficient students who have been in the U.S. less than 1 year. The Newcomers Program meets for ESL classes two periods per day. Students in other ESL levels have only one ESL class period per day.

Grade levels served: 9-12

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Half day (3 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters

Average class size: 25

Entry criteria: Students who enter the Newcomers Program have limited English proficiency and are recent arrivals (less than 1 year in the U.S.).

Exit criteria: Students are placed in other ESL classes after they have been in the Newcomers Program for 1 year.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 45

Age range of newcomer students: 14-20

Number of countries represented in newcomer program: 4

Number of non-English languages represented: 2

Percentage of newcomer students receiving free or reduced lunch:
Information not provided

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish, Vietnamese

Courses provided by the newcomer program:

- ESL or English language development
- Sheltered content in English
  math
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: LAB (Language Assessment Battery), English version; TAAS (Texas Assessment of Academic Skills); other test scores when available

Other assessment measures: Parent interviews; teacher assessment; previous school records

Measures to facilitate students' transition into home school: N/A
Students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 4
Full time in newcomer program: 2
Part time in newcomer program: 2

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Vietnamese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 3

Number of guidance counselors: 4
* Students in the program are served by regular high school counselors.

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Tutoring

* Students are eligible for any and all school programs, and may qualify for special programs, such as special education or migrant.

Services offered to others (e.g., parents) not in the program:

* Families of students may participate in all programs offered at the school, such as orientation, parent meetings, and counselors' informational presentations.

BILINGUAL NEWCOMERS' PROGRAM
TRAVIS HIGH SCHOOL

School Address:
1211 East Oltorf St.
Austin, TX 78704-5799
Phone: 512-414-7722
Fax: 512-707-0050
E-mail: ron119@flash.net

Contact Person(s):
Ms. Rosalia Cruz
Bilingual Program Chairperson
Travis High School
1211 East Oltorf St.
Austin, TX 78704-5799
Phone: 512-414-7722

PROGRAM INFORMATION

Year program started: 1985 **Type of community:** Urban/metropolitan

Newcomer definition: Students who have been in the U.S. less than 1 year, whose ability in English is so limited that the English test cannot be administered, and whose scores on the oral English language proficiency test are below the level designated for limited English proficiency

Program description: Travis High School offers the Bilingual Newcomers' Program for recent immigrants. The school presently serves approximately 300 LEP immigrants, many of whom lack not only English proficiency but also formal schooling in their native languages when they arrive. The full-day newcomer program offers orientation to the U.S. classroom, native language arts, and some content instruction in the native language. In addition, they receive instruction in English language classes which include computer assisted instruction. Field trips provide orientation to U.S. culture. Parental involvement is also a component of the program, and includes: 1) parent/teacher conferences in the spring and fall; 2) monthly parent sessions presented by community leaders; and 3) general communication with the parents to inform them of the services offered by the school, the progress of their child, and the importance of good two-way communication with the teacher.

Grade levels served: 9-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school

Length of daily program: Full day

Length of program: 1 school year, more than 1 school year
Average length of stay for students in program: 4 semesters
Maximum length of stay for students in program: 4 semesters

Average class size: 35

Entry criteria: Students who have been in the U.S. less than 1 year and score below the level designated for limited English proficiency on the oral English language proficiency test are included.

Exit criteria: Exit from the program is determined by achievement on the state mandated exam TAAS (Texas Assessment of Academic Skills), the LPAC (Language Proficiency Assessment Committee) review, LAB (Language Assessment Battery) test scores, semester grades, and teacher observations and recommendations.

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal immigrant funds; state school-to-work funds; district funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 100

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 5

Number of non-English languages represented: 3

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  math
- ESL or English language development
- Sheltered content in English
  math
- Cross-cultural/orientation to U.S.
- School/study skills

- Career/vocational education
- Focus on competencies (e.g., life skills, vocational)

Assessment tests: LAB (Language Assessment Battery), English and Spanish versions; content area tests; final exams; TAAS (Texas Assessment of Academic Skills)

Other assessment measures: The LPAC (Language Proficiency Assessment Committee) reviews academic/social information to determine the progress of LEP students. Interviews with students and parents are used to determine student attitudes.

Measures to facilitate students' transition into home school: Newcomer students are transported to Travis High School from five to six other high school areas. After they complete the newcomer program, they have the option of attending their home school or remaining at Travis High School. Most students choose to remain at Travis. All of the newcomer students are provided with the opportunity to visit Travis High School's regular ESL program during an "open house." The students meet the teachers and are provided with information on extracurricular activities available at Travis as well as their home schools (for those students who choose to return to their home school).

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 10
Part time in newcomer program: 10

Number of bilingual aides/paraprofessionals for newcomer students: 2 (Spanish)

Number of monolingual aides for newcomer students: 5 (English)
* These aides work mostly with students in special education.

Number of newcomer staff proficient in one of the native languages: 5

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Career counseling
- Tutoring
- Mentoring

Services offered to others (e.g., parents) not in the program:

- ESL courses
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - El Buen Samaritano, community non-profit organization

INTERNATIONAL NEWCOMER ACADEMY

School Address:
4920 Dilworth Court
Fort Worth, TX 76116-8837
Phone: 817-377-7052
Fax: 817-377-7058

Contact Person(s):
Ms. Suzanne Barton
Teacher/Director
International Newcomer Academy
4920 Dilworth Court
Fort Worth, TX 76116-8837
Phone: 817-377-7050

PROGRAM INFORMATION

Year program started: 1993 **Type of community:** Urban/metropolitan

Newcomer definition: Immigrant/refugee students who have recently arrived in the U.S. and have been assessed as beginning learners of English

Program description: The mission of INA (International Newcomer Academy) is to provide a multicultural learning environment for second language learners, in which students will acquire a foundation of real-world experiences that will allow them to pursue their lives and educational goals successfully and become contributing, productive members of society. When the Fort Worth Independent School District established the full-day, INA program for middle and high school immigrant students, the planners agreed that the program would be characterized by four features: 1) intensive ESL with bilingual support when possible; 2) highly-trained staff; 3) the first-year academic foundation needed for successful progression through the ESL program to the mainstream program; and 4) entry and exit procedures closely monitored by the district to ensure INA maintained its role as a transition program, exiting most students to home language center schools within one semester to 1 year. Intersessions and the summer program provide the students with an enrichment curriculum.

Grade levels served: 6-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Separate site from home school, separate school

Length of daily program: Full day

Length of program: Summer, semester, 1 school year
Average length of stay for students in program: 2 semesters and summer
Maximum length of stay for students in program: 2 semesters and summer
* INA serves two middle schools and two high schools. Intersessions are offered in addition to a summer enrichment program.

Average class size: 19

Entry criteria: The Fort Worth Student Placement Center recommends a student from Grades 6-12 for enrollment at INA when the student resides in one of four attendance zones, is an immigrant or refugee who has recently arrived in the U.S., and has been assessed as a beginning learner of English.

Exit criteria: Since most students are at the INA for 1 year or less, transfers are based primarily on the amount of time they have been enrolled. Students who have been at INA for one semester to 1 year are reviewed by the entire INA staff for their progress. The students' individual portfolios and folders are used in this review process.

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal and local funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 229

Age range of newcomer students: 11-20

Number of countries represented in newcomer program: 9

Number of non-English languages represented: 5

Percentage of newcomer students receiving free or reduced lunch: 98%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English (Spanish and Vietnamese for preliterate students)

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - math
  - language arts

* Only preliterate students take these classes in the native language.

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - keyboarding
  - career investigation
  - art
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education

Assessment tests: IPT-oral, reading, and writing (IDEA Language Proficiency Tests), English and Spanish versions; SOLOM (Student Oral Language Observation Matrix); CAT 5 (California Achievement Test); local assessment instruments, both English and translated versions

Other assessment measures: Structured interviews are conducted with the students to determine their attitudes. Also, interviews are conducted with parents at the time of placement. Upon exit, the entire staff reviews the students' individual portfolios and folders as part of the evaluation process.

Measures to facilitate students' transition into home school: Students engage in activities which strengthen the bond between the International Newcomer Academy and the home school. These activities include visiting the home schools prior to exiting INA, attending the high schools' eighth grade orientation sessions, and talking with former INA students.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 13
Full time in newcomer program: 12
Part time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 3 (Spanish, Vietnamese)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 19

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Health (physical)
- Health (mental)
- Tutoring
- Intersessions and summer enrichment programs

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- School liaison with parents
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community

NEWCOMERS
WASHINGTON MIDDLE SCHOOL

School Address:
501 S. 7th St.
Yakima, WA 98901
Phone: 509-573-2300
Fax: 509-573-2323

Contact Person(s):
Ms. Mickie Clise
Principal
Washington Middle School
501 S. 7th St.
Yakima, WA 98901
Phone: 509-573-2300

Mr. John Castilleja
Program Teacher
Washington Middle School
501 S. 7th St.
Yakima, WA 98901
Phone: 509-573-2300

PROGRAM INFORMATION

Year program started: 1995 **Type of community:** Urban/metropolitan

Newcomer definition: New immigrant students who have had no formal education in the U.S.

Program description: Washington Middle School Newcomers is a half-day orientation and guidance course. One goal of this 9-week program is to provide new immigrant students with a warm welcome and a secure educational foundation by familiarizing them with the school and community and by making them aware of the choices available to them. A second goal is to facilitate the acculturation process in a comfortable setting so that the groundwork for academic success may be established and the students may be able to realize their academic potential. In order to meet these goals, the program has been structured to do the following: 1) assess what students already know and provide instruction that builds on that background information to expand the student's knowledge and understanding; 2) provide immigrant students with information about the social settings (school and neighborhood) in which they live and provide opportunities for utilizing this information in a structured, low anxiety environment; and 3) provide them with the necessary skills for achieving academic success in the United States. Each day, newcomer students receive a half day of instruction in the regular program in addition to the 3-hour orientation and guidance course.

Grade levels served: 6-8

Students are drawn from: In-take/assessment center, one school

Program location: Program within a school, same site as home school

Length of daily program: Half day (3 hours)

WASHINGTON
MIDDLE SCHOOL

Length of program: 6-10 weeks
Average length of stay for students in program: 9 weeks
Maximum length of stay for students in program: 9 weeks
* This is a 9-week program which functions throughout the school year and begins for each newcomer student the day he/she enters the school.

Average class size: 5

Entry criteria: Newly-arrived immigrants with no formal education experience in the U.S. enter the program.

Exit criteria: Completion of the 9-week term and teacher team observation determine exit from the program.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title I federal funds; state funds for basic education

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 21

Age range of newcomer students: 11-15

Number of countries represented in newcomer program: 1

Number of non-English languages represented: 1

Percentage of newcomer students receiving free or reduced lunch: 98%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  math
  science
  electives (art, technology, computers, foreign language exploration, home and family)

WASHINGTON
MIDDLE SCHOOL

- ESL or English language development
- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
- Cross-cultural/orientation to U.S.
- School/study skills

Assessment tests: District-made test

Other assessment measures: Teacher team observation

Measures to facilitate students' transition into home school: N/A
The students are in their home school.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 11
Part time in newcomer program: 11

Number of bilingual aides/paraprofessionals for newcomer students: 0

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 6

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Spanish)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Migrant

Services offered to others (e.g., parents) not in the program:

- Parent outreach

NEWCOMER ROOM
A.C. DAVIS HIGH SCHOOL

School Address:
212 S. 6th Ave.
Yakima, WA 98902
Phone: 509-573-2500/2501
Fax: 509-573-2525

Contact Person(s):
Mr. Jim Rigney
Coordinator, Migrant/BELEPS
A.C. Davis High School
212 S. 6th Ave.
Yakima, WA 98902
Phone: 503-573-2522
E-mail: rigneyj@destiny.esd105.wednet.edu

PROGRAM INFORMATION

Year program started: 1996 **Type of community:** Urban/metropolitan

Newcomer definition: Students who come directly from another country or are new to the district and have limited English proficiency and/or are preliterate

Program description: The A.C. Davis Newcomer room is a 1-year program designed to prepare new immigrant students for entry into the regular ESL program. Students may also be new to the district and entering after the school year has begun, or they may never have attended a school in the U.S. Depending on the needs of individual students, they may be in the program a full day or half day.

Grade levels served: 9-12

Students are drawn from: One school

Program location: Program within a school, same site as home school

Length of daily program: Full day, half day (2-4 hours)

Length of program: 1 school year
Average length of stay for students in program: 2 semesters
Maximum length of stay for students in program: 2 semesters
* The program is half day or full day and up to 1 year, depending on the prior preparation and level of the individual student.

Average class size: 12

Entry criteria: Students who are new to the country and are LEP and/or preliterate, or arrive late in the school year are included in the program.

Exit criteria: The instructor together with the ESL team makes this decision for each student individually according to need.

Students can enter in mid-year or mid-session: Yes

Funding sources: Federal funds for migrant and bilingual education (supplemental for textbooks, director, etc.); state funds for basic education (per student for salaries)

STUDENT DEMOGRAPHICS

Number of newcomer students in program: less than 25

Age range of newcomer students: 14-21

Number of countries represented in newcomer program: 3

Number of non-English languages represented: 2

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Spanish

Courses provided by the newcomer program:

- Native language literacy
- Content instruction in native language
  - health
  - Washington state government
  - Washington state history
  - U.S. history
  - economics
- ESL or English language development
- Cross-cultural/orientation to U.S.
- School/study skills
- Tutorial support by paraprofessionals before and after school

Assessment tests: District-made tests

Other assessment measures: The program coordinator interviews students initially for placement.

Measures to facilitate students' transition into home school: Students are in their home school. Paraprofessionals provide assistance for supplemental guidance and counseling and for students who are in mainstream classes for half day.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 1
Full time in newcomer program: 1

Number of bilingual aides/paraprofessionals for newcomer students: 1 (Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 2

Number of guidance counselors: 3
* These are the regular high school counselors. They have four assistants, one of whom is bilingual in Spanish. The coordinator of the newcomer program is a trained guidance counselor and may also serve in this capacity, but does not do this on a regular basis.

Bilingual guidance counselors: No

OTHER SERVICES

Services offered to newcomer students:

- Tutoring before and after school
- Supplemental guidance and counseling

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Orientation to USA
- Orientation to US schools
- School liaison with parents

ESL/BILINGUAL PROGRAM
GREEN BAY AREA PUBLIC SCHOOLS

School Address:
200 South Broadway
Green Bay, WI 54303
Phone: 414-448-2051
Fax: 414-448-3562

Contact Person(s):
Ms. Fay Boerschinger
ESL/Bilingual Coordinator
Green Bay Area Public Schools
200 South Broadway
Green Bay, WI 54303
Phone: 414-448-2051
E-mail: FayB@GREENBAY.K12.WI.US

PROGRAM INFORMATION

Year program started: 1992 **Type of community:** Urban/metropolitan

Newcomer definition: Students who are new to the U.S., have little or no English proficiency, and lack literacy skills in their native language

Program description: The Green Bay District has a newcomer program in two middle schools and two high schools, which serve a total of four middle schools and four high schools. In this program, students are introduced to literacy, and content instruction begins in a low anxiety environment. All of the classes have bilingual support. It is the mission of the program to prepare non-native speakers of English for successful participation in the mainstream of American society. Consequently, the program instruction focuses on developing listening, speaking, reading, and writing skills for competence in social and academic English. Students in this program are also provided with a knowledge of American culture. At the same time, the language and culture of each student is respected and the students are encouraged to value, develop, and maintain their first language and culture. Multicultural understanding among individuals and within the community is encouraged. Another goal of the program is to help families understand and participate in the educational experience of their children.

Grade levels served: 6-12

Students are drawn from: More than one school

Program location: Program within a school, same site as home school, separate site from home school
* Each of four schools (two middle and two high) has a program within a school. Students are transported to these four sites from four additional schools (two middle and two high).

Length of daily program: Full day

220

Length of program: More than 1 school year
Average length of stay for students in program: 4 semesters
Maximum length of stay for students in program: No maximum is set. It depends on the needs of each student.

Average class size: 8

Entry criteria: Students who lack literacy in their native language and have beginning level or no English proficiency enter the program.

Exit criteria: Students exit when they meet the criteria for entering level 2 of the ESL program.

Students can enter in mid-year or mid-session: Yes

Funding sources: District funds

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 66

Age range of newcomer students: 11-22

Number of countries represented in newcomer program: 3

Number of non-English languages represented: 3

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Hmong, Lao, Spanish

Courses provided by the newcomer program:

- Content instruction in native language
  math
  science
  social studies
  * These L1 classes are taught in Spanish only. Bilingual paraprofessionals provide translation, concept development, and tutoring in Hmong and Lao.
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education

Assessment tests: IPT-oral (IDEA Language Proficiency Tests), English version; LAS (Language Assessment Scales), English version

Other assessment measures: At this level, teacher observation and teacher-developed assessments are used.

Measures to facilitate students' transition into home school: N/A
Newcomer students move into the regular ESL/Bilingual program at the schools where they take newcomer classes. When they no longer require ESL classes, they attend their home schools.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 7
Full time in newcomer program: 4
Part time in newcomer program: 3

Number of bilingual aides/paraprofessionals for newcomer students: 4
(Hmong, Lao, Spanish)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 4

Number of guidance counselors: 1

Bilingual guidance counselors: Yes (Hmong)

OTHER SERVICES

Services offered to newcomer students:

- Special education
- Gifted and talented
- Career counseling

Services offered to others (e.g., parents) not in the program:

- School liaison with parents

FAMILY NEWCOMER CENTER
WAUSAU SCHOOL DISTRICT

School Address:
P.O. Box 359
Wausau, WI 54402-0359
Phone: 715-261-2353
Fax: 715-261-2390

Contact Person(s):
Ms. Nell Anderson
ESL Director
Family Newcomer Center
Wausau School District
P.O. Box 359
Wausau, WI 54402-0359
Phone: 715-261-2353
E-mail: nandersn@wausau.K2.WI.US

PROGRAM INFORMATION

Year program started: 1994 **Type of community:** Rural

Newcomer definition: Students who have lived in the U.S. less than 2 years

Program description: The Family Newcomer Center in the Wausau School District is targeting students in two middle schools and two high schools (Grades 6-12) due to their at-risk status with characteristics for potential dropout. Many of the students and their families served by the FAMILY project have low literacy skills in their native language, having had minimal schooling or interrupted educational experiences. They also have very limited English proficiency. The half-day plus after-school program provides ESL instruction which focuses on competence in the content areas, particularly in literacy, math, and science, in order to assist students in meeting grade promotion and graduation requirements. The FAMILY project has developed a culturally-sensitive curriculum which incorporates the students' cultural heritages into their educational experience in the district. Parental instruction and involvement are also key components to the FAMILY project. The goal is to prepare parents to assist in their children's education, orient them to the educational process, and address dropout prevention. Bilingual paraprofessionals assist in meeting the needs of Hmong and Lao refugee students and their families.

Grade levels served: 6-12

Students are drawn from: In-take/assessment center, more than one school

Program location: Program within a school, same site as home school, separate site from home school
* Two schools in this district (one middle and one high) have a program within a school. Each center serves an additional school (one middle and one high).

Length of daily program: Half day (3-4 hours), after school (2 hours)

Length of program: Summer, more than 1 school year
Average length of stay for students in program: 2 semesters and summer
Maximum length of stay for students in program: 5 semesters

Average class size: 12

Entry criteria: Students who are new to the U.S. (2 years or less) and have a teacher's recommendation are included in the newcomer program.

Exit criteria: To exit the program, students must reach an English proficiency level in accordance with state requirements, which are based on the LAS (Language Assessment Scales) scores in oral proficiency, reading, and writing.

Students can enter in mid-year or mid-session: Yes

Funding sources: Title VII federal funds (SAIP and Program Enhancement grants)

STUDENT DEMOGRAPHICS

Number of newcomer students in program: 60

Age range of newcomer students: 11-21

Number of countries represented in newcomer program: 11

Number of non-English languages represented: 15

Percentage of newcomer students receiving free or reduced lunch: 100%

INSTRUCTION AND ASSESSMENT

Languages used for instruction: English, Hmong, Lao

Courses provided by the newcomer program:

- Native language literacy
- ESL or English language development

- Sheltered content in English
  - math
  - science
  - social studies
  - language arts
  - health
  - family and consumer education (at the high school)
  - technology
- Cross-cultural/orientation to U.S.
- School/study skills
- Career/vocational education

Assessment tests: IPT-oral (IDEA Language Proficiency Tests), English version; LAS-oral, reading, and writing (Language Assessment Scales), English version; native language district-made tests; teacher-made tests; textbook tests

Other assessment measures: None

Measures to facilitate students' transition into home school: Some students are in their home schools. Others visit their home schools prior to exiting. Orientation with peer helpers and an open house with invitation to parents and families also takes place.

PROGRAM STAFFING

Total number of teachers who instruct newcomer students: 12
Full time in newcomer program: 4
Part time in newcomer program: 8

Number of bilingual aides/paraprofessionals for newcomer students: 9 (Hmong, Lao)

Number of monolingual aides for newcomer students: 0

Number of newcomer staff proficient in one of the native languages: 9

Number of guidance counselors: 2

Bilingual guidance counselors: Yes (Hmong, Lao)

OTHER SERVICES

Services offered to newcomer students:

- Title I
- Special education
- Gifted and talented
- Social
- Health (physical)
- Health (mental)
- Legal
- Career counseling
- Tutoring
- Parenting program

Services offered to others (e.g., parents) not in the program:

- Parent outreach
- ESL courses
- Native language literacy courses
- Orientation to USA
- Orientation to US schools
- Adult basic education
- School liaison with parents
- Social worker
- Community outreach
  - Information sharing with community organizations
  - Partnerships with community
    - Family Resource Center
    - Wausau Hmong Association

GLOSSARY OF ASSESSMENT INSTRUMENTS

Aprenda. 1990. The Psychological Corporation, San Antonio, TX.

Aprenda is a multiple choice, Spanish language achievement test designed to measure reading and math knowledge of students in American schools whose primary language is Spanish. Test levels range from pre-primary (for kindergarten) through Intermediate III for ninth grade.

BEST. 1984. Center for Applied Linguistics, Washington, DC.

The BEST (Basic English Skills Test) is a criterion-referenced test of beginning level listening, speaking, reading, and writing skills for LEP adults who have studied ESL in a competency-based program.

BINL. 1986. CHECpoint Systems, San Bernardino, CA.

The BINL (Basic Inventory of Natural Languages) measures oral language proficiency in 32 languages for students in Grades K-12 through the use of large, photographic posters. Testing is done individually and takes ten minutes.

BSM I and II. 1980. The Psychological Corporation, San Antonio, TX.

BSM (Bilingual Syntax Measure) I and II are criterion-referenced and assess oral proficiency in English and Spanish for students in Grades K-12. BSM I is for K-2; BSM II, for 3-12. The administration of both BSM I and II approximates a real conversation with a student about cartoon-like pictures.

CAT. 1993. Macmillan/McGraw Hill, Monterey, CA.

The CAT/5 (California Achievement Tests), Grades K-12, measure achievement in the basic skills: reading, language, spelling, mathematics, study skills, science, and social studies. There are three formats with two forms, A and B, available. The Basic Skills Battery, The Complete Battery, and The Survey Edition provide norm-referenced and curriculum-referenced data.

CTBS. 1993. CTB/McGraw Hill, Monterey, CA.

The performance assessments are designed to be used independently or in conjunction with the complete battery or survey edition of the CTBS (Comprehensive Tests of Basic Skills), Fourth Edition or the CAT (California Achievement Tests), Fifth Edition. The performance assessment tasks in language arts, mathematics, science, and social studies are measured using authentic materials and familiar classroom tasks. Earlier versions published in 1993, were titled either CAT/5 Performance Assessment or CTBS/4 Performance Assessment. As they are reprinted, they will all be retitled CTB Performance Assessment.

EAME. No date. Fairfax County Public Schools, Fairfax, VA.

EAME (Entry Assessment for Math Evaluation) is a criterion-referenced test tied to the Fairfax County mathematics curriculum, Grades 1-8, which is based on the national mathematics standards. Teachers can determine student grade level proficiency in math. The test is mostly fill-in-the-blank with some performance-based tasks. It includes computation and problem-solving, with some basic geometry and algebra items. A revised version is being developed.

ESL/Literacy Scale. 1989. Academic Therapy Publications, Novato, CA.

The ELS (ESL/Literacy Scale) is an individual placement tool for secondary students ages 16-20. After a brief, individual oral screening, the test can be group administered. Subtests include: listening, grammar, life skills, reading, and composition.

Gates-MacGinitie. 1989. Riverside Publishing, Chicago, IL.

The Gates-MacGinitie Reading Tests are norm-referenced and measure reading achievement for K-12 students. Nine test levels are available.

IPT (English and Spanish versions). 1991. Ballard & Tighe Publishers, Brea, CA.

The IPT (IDEA Proficiency Tests) evaluate reading, writing, and oral proficiency in English and Spanish for children from preschool through 12th grade. They are mainly used for placement of non-native speakers. The tests are administered individually using a book with pictures. The domains tested are syntax, morphological structure, lexical items, phonological structure, comprehension, and oral production.

ITBS. No date. Riverside Publishing, Chicago, IL.

The ITBS (Iowa Tests of Basic Skills) is norm-referenced and is published in a multiple-choice format in three forms. Levels 5-14 are for use in Grades K-9. The Complete Battery covers 13 curricular areas including language arts, mathematics, social studies, and science. The performance assessments for ITBS measure students' strategic thinking and problem-solving abilities. They are a series of norm-referenced, free-response assessments. Levels 12-18 are for use in Grades 6-12.

Key Math. 1988. American Guidance Service, Circle Pines, MN.

Key Math is a content-referenced test for children in Grades K-9. It measures 13 domains: numeration, rational numbers, geometry, addition, subtraction, multiplication, division, mental computation, measurement, time and money, estimation, interpreting data, and problem solving.

La Prueba de Realización. 1991. Riverside Publishing, Chicago, IL.

La Prueba de Realización is a Spanish language achievement test and has nine levels that span Grades K-12. It has subtests in reading, writing skills, mathematics, social studies, and science.

LAB (English and Spanish versions). 1982. NYC Board of Education, Brooklyn, NY.

The LAB (Language Assessment Battery), a language proficiency test for K-12 students, was developed for the curriculum of the New York City school system. It is primarily used for placement. The test has four levels: Level I, Grades K-2; Level II, Grades 3-5; Level III, Grades 6-8; and Level IV, Grades 9-12. Each level contains four sections: speaking, listening, reading, and writing. The Spanish version was developed with its own norms and is used to determine language of dominance and to evaluate programs, in schools with large numbers of Spanish-speaking students. Both versions of the LAB are available in short forms.

LAS (English and Spanish versions). 1990. CTB/McGraw Hill, Monterey, CA.

The LAS (Language Assessment Scales) have two batteries. The LAS R/W (reading and writing), English version, is a battery of reading and writing competency tests for students in Grades 2-12 whose first language is not English. The Spanish version is for students whose first language is not Spanish. The second battery is the LAS Oral. The LAS R/W may be used alone or in combination with the LAS Oral. The LAS has three levels: Level 1, Grades 2-3; Level 2, Grades 4-6; and Level 3, Grade 7 and higher.

Maculaitis. 1991. The Alemany Press/Prentice Hall, Old Tappen, NJ.

The Maculaitis Assessment Program measures English language proficiency in non-native speakers of English in Grades K-12. Five skill categories are covered by the tests: oral expression, listening comprehension, vocabulary knowledge, reading comprehension, and writing ability. The battery has both norm-referenced and criterion-referenced applications.

New York RCT. No date. New York State Education Department, Albany, NY.

The New York RCT (Regents Competency Test) program includes a mathematics test, a reading test, and a writing test. The reading and writing tests are administered in Grades 11 and 12 only as requirements for receipt of a diploma. The math section has been translated into 26 different languages.

New York State NLW. No date. New York State Education Department, Albany, NY.

The NLW (Native Language Writing) test measures writing ability and is available in 26 languages for students with limited English proficiency.

SABE. 1991. CTB/McGraw Hill, Monterey, CA.

SABE (Spanish Assessment of Basic Education) is a Spanish language achievement test for students in Grades 1-8 who are in an educational program in which Spanish is the language of instruction. There are six levels of the test: Level 1 (Grade 1); Level 2 (Grades 1-2); Level 3 (Grades 2-3); Level 4 (Grades 3-4); Level 5 (Grades 4-6); and Level 6 (Grades 6-8). All levels have subtests in reading, math, language, and spelling.

SLEP. 1991. Educational Testing Service, Princeton, NJ.

The SLEP (Secondary Level English Proficiency) test measures comprehension of both spoken and written English. It is used for placement of students entering Grades 7-12 whose native language is not English.

SOLOM. No date. San Jose Unified School District, San Jose, CA.

The SOLOM (Student Oral Language Observation Matrix) is an informal, rating tool designed to help classroom ESL teachers rate the oral language proficiency of their students. It includes five rating scales for comprehension, fluency, vocabulary, pronunciation, and grammar.

TAAS. No date. Student Assessment Division - Texas Education Agency, Austin, TX.

The TAAS (Texas Assessment of Academic Skills) is the state-mandated, criterion referenced testing program in reading, writing, and math, revised each year for Grades 3-8 and 10-12. The exit-level tests must be mastered as part of graduation requirements. These tests are offered two times during the school year (three times for 12th graders) and once during the summer.

Woodcock Language Proficiency Battery. 1991. Riverside Publishing, Chicago, IL.

The Woodcock Language Proficiency Battery - Revised (WLPB-R) is a set of individually-administered tests of English for measuring oral language, reading, and writing abilities and achievement. It is suitable for people of all ages who are non-native speakers of English.

Woodcock Muñoz Language Survey (English and Spanish versions). 1993. Riverside Publishing, Chicago, IL.

The Woodcock-Muñoz Language Survey (English) set of tests measures proficiency in oral language, reading, and writing in ESL speakers who are at least 2 years of age. It provides scores for individual skills as well as an overall language competence score called Broad English Ability. The Spanish version samples oral proficiency, reading, and writing in Spanish for native speakers from 2 to 90 years of age. Raw scores can be converted to appropriate age or grade norms and an accompanying narrative describes students' academic language proficiency.

WRAT I and II. No date. Jastak Assessment Systems, Wilmington, DE.

WRAT I and II are restandardizations of the Wide Range Achievement Test. Level I is designed for children ages 5-11. Level II is designed for people ages 12-74. The purpose of the WRAT is to measure the codes needed to learn the basic skills of reading, spelling, and arithmetic.

Additional information on most of these assessment instruments is available at the following website: http://ericae2.educ.cua.edu/testcol.htm

A

A.C. Davis High School, 211

B

Bassick High School, 45
Belmont High School, 19
Berkley Public Schools, 86
Bowie High School, 190
Brooklyn International High School, The, 156

C

César Chávez Multicultural Academic Center, 68

D

DeKalb County School System, 65
Dover High School, 108

E

East High School, 75
East Orange High School, 111
El Modena High School, 23
Elizabeth High School, 114
Everett Alvarez High School, 27

G

Grant High School, 182
Green Bay Area Public Schools, 214

H

Hayward High School, 37
Hyde Junior High School, 9

I

Intermediate School 235, 138
International High School at LaGuardia Community College, The, 160
International Newcomer Academy, 204
Inwood Intermediate School 52, 141

J

Jackie Robinson Intermediate School 320, 145
John Adams Middle School, ISD 535, 90
John H. Reagan High School, 194
John J. Pershing Intermediate School 220, 149
John Winthrop Middle School, 41
Joseph Gambetta Middle School, 12

K

Kenneth Henderson Intake Center, 72
Kinloch Park Middle School, 49

L

Lanier High School, 197
Learning Center, 128
Liberty High School, 164

M

Manhattan International High School, The, 168
Mayo High School, 93
Memorial High School, 117

N

Nassau Tech, 172
Newcomer High School, 30
Newcomers High School, The, 175
NewComers' Center High, The, 135
North High School, 79
Northeast Middle School, 100

P

Perth Amboy High School, 121
Prince George's County Public Schools, 83

S

School for New Americans, 96
Sequoia High School, 34
Sierra Middle School, 132
Somers Intermediate School 252, 152
South Miami Senior High, 59
Southwest Sr. High School, 62
Sunnyvale Middle School, 16

T

Thomas Jefferson Middle School, 52
Travis High School, 200

231

U

Union Hill High School, 125

W

Washington Middle School, 208
Wausau School District, 218
West Charlotte High School, 179
West Miami Middle School, 55
Westport High School, 104
Woodburn Public Schools, 186

CENTER FOR RESEARCH ON EDUCATION, DIVERSITY & EXCELLENCE

UNIVERSITY OF CALIFORNIA, SANTA CRUZ
1156 HIGH STREET
SANTA CRUZ, CA 95064
PHONE: (408)459-3500
FAX: (408)459-3502
E-MAIL: CREDE@CATS.UCSC.EDU
HTTP://WWW.CAL.ORG/CREDE

CENTER FOR APPLIED LINGUISTICS
1118 22ND STREET, NW
WASHINGTON, DC 20037-1214
PHONE: (202)429-9292
FAX: (202)659-5641
E-MAIL: CREDE@CAL.ORG
HTTP://WWW.CAL.ORG/CREDE